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ABSTRACT

An Elementary and Secondary Education Act (ESEA) Title III project, the 1971-72 Oregon Small Schools Program (OSSP) objectives were (1) to increase member schools receptivity to new and better ideas in education; (2) to implement new programs and apply new techniques consistent with the Oregon Board of Education priority objectives and with the special needs of their districts; and (3) to obtain and keep the resources and information necessary to carry out those innovative programs and to apply those new techniques. The format to this report divides the evaluation into three sections, each section describing the transactions and outcomes as they relate to one specific OSSP objective. Additionally, Educational Coordinates Northwest has included a summary of its third party evaluation of the Teacher Incentive Grant Program (TIG). The TIG, also funded through Title III, ESEA, made grants available to classroom teachers in order to encourage instructional personnel to develop or implement alternative techniques or procedures of instruction, to stimulate the development of courses or parts of courses, and to improve instructional effectiveness of efficiency in the elementary and secondary schools in Oregon. In 60% of the projects, both principals and grantees indicated that the local TIG project brought about a variety of changes in the instructional activities of other teachers in the schools involved. A related document is ED 059 799. (HBC)

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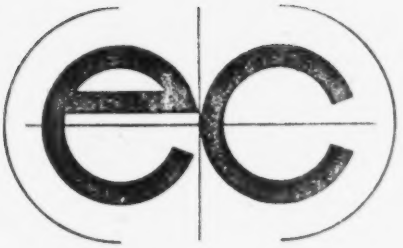

INDEPENDENT EVALUATION REPORT

OREGON SMALL SCHOOLS PROGRAM

A TITLE III PROJECT

Donald F. Miller - Coordinator

June 1972

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Salem, Oregon

RC006389

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TABLE OF CONTENTS

Introduction 1

Intents (Objective #1): Increase Their Receptivity to New and Better Ideas in Education 11

Summer Institute 12

Distribution of Information 13

Materials Available for Loan 14

Intents (Objective #2): Implement New Programs and Apply New Techniques Consistent With The Oregon Board of Education Priority Objectives and With the Special Needs of Their Districts 15

Individualizing Instruction and Group Leader Training 16

Regional Conferences 19

Evaluation of Regional Conferences 19

Pre-Assessment 21

Semantic Differential 23

Analysis of Semantic Differential Data 25

Interpretation of Semantic Differential Data . . . 26

Oregon School Boards Association Small Schools Meeting 31

Summer Institute Group Leader Training 32

Administrators' Conference 33

Additional Activities 34

Intents (Objective #3): Obtain and Keep the Resources and Information Necessary to Carry Out Those Innovative Programs and

to Apply Those New Techniques 35

Visitation Program 36

Evaluation of Visitation Program by Administrators 39

Comments on Data 41

Third Party Random Sample Interviews 56

Results of Random Sample Interviews 57

Comments on Data 61

Plan for 1972-73 Individualizing Program 67

OSSP Objectives 68

"Steps Toward Greater Individualizing" Time-line 71

TEACHER INCENTIVE GRANT PROGRAM COMPONENT

Introduction 74

Evaluation Procedure 75

Survey of Non-Applicants 78

Survey of Applicants Not Funded 83

On-Site Evaluation of Funded Projects 103

Summary and Recommendations 117

Appendix 118

TABLES

Table 1 Intents (Objective #1): Increase Their Receptivity to New and Better Ideas in Education 5

Table 2 Intents (Objective #2): Implement New Programs and Apply New Techniques Consistent With the Oregon Board of Education Priority Objectives and With the Special Needs of Their Districts 7

Table 3 Intents (Objective #3): Obtain and Keep the Resources and Information Necessary to Carry Out Those Innovative Programs and to Apply Those New Techniques 9

Table 4 Semantic Analysis for All Respondents Group Concept Means 27

Table 5 Semantic Analysis for All Respondents Group DN Matrix 29

Table 6 OSSP Evaluation of Visitation Program Schools West of the Cascades 42

Table 7 OSSP Evaluation of Visitation Program Schools East of the Cascades 44

Table 8 OSSP Evaluation of Visitation Program Statistical Output for All School Summary 46

Table 9 Comments to Questions: Administrators West of the Cascades 48

Table 10 Comments to Questions: Administrators East of the Cascades 54

Table 11 OSSP Objectives for 1972-73 68

TEACHER INCENTIVE GRANT PROGRAM COMPONENT

Table 12 Survey of Non-Applicants 79

Table 13 Survey of Applicants Not Funded 84

Table 14 Comments of Applicants Not Funded (To Question 2) 86

Table 15 Comments of Applicants Not Funded (To Question 3c) 87

Table 16 Comments of Applicants Not Funded (To Question 5) 89

Table 17 Comments of Applicants Not Funded (To Advisory Committee) 93

Table 18 Examples of Ways Funded Projects Have Brought About Change (Principals) 112

Table 19 Examples of Ways Funded Projects Have Brought About Change (Grantees) 113

APPENDIX

Appendix A	OSSP Summer Program Ideas	A-1
Appendix B	1971 Small Schools Summer Institute	A-2
Appendix C	Institute Evaluation Questionnaire	A-3
Appendix D	Institute Evaluation Summary	A-4
Appendix E	Letter to: Individualized Instruction Advisory Team	A-5
Appendix F	Proposed Definition: Individualized Instruction	A-6
Appendix G	Evaluation Summary: Group Leader Training Session	A-7
Appendix H	Regional Conferences Scheduled	A-8
Appendix I	Invitation: Regional Conferences	A-9
Appendix J	Letter from Dr. Dale Parnell: Subject: Oregon Small Schools Program Plan, "Steps Toward Greater Individualizing" . . .	A-10
Appendix K	Schedule: 1972 Spring Regional Conferences	A-11
Appendix L	Tentative Program: 1972 Spring Regionals . . .	A-12
Appendix M	Regional Meetings	A-13
Appendix N	Evaluation: 1972 Regional Conferences	A-14
Appendix O	Individualized Instruction Pre-Assessment . . .	A-15
Appendix P	Professional Library	A-16
Appendix Q	Oregon Small Schools Semantic Differential . .	A-17
Appendix R	Small Schools Breakfast - OSBA Conference . . .	A-18
Appendix S	Invitation: Summer Institute Group Leaders . .	A-19
Appendix T	Invitation: OSSP Administrators Meeting . . .	A-20
Appendix U	Administrator Questionnaire	A-21

Appendix V Evaluation: Administrators Conference A-22

Appendix W Evaluation Summary: Administrators Conference A-23

Appendix X Visitation Log A-24

Appendix Y OSSP Checklist A-25

Appendix Z OSSP Evaluation A-26

TEACHER INCENTIVE GRANT PROGRAM COMPONENT

Appendix AA Informational Flyer A-27

Appendix BB Application Forms A-28

Appendix CC Review Committee Members A-29

Appendix DD Survey Instruments:

1. Survey of Non-Applicants A-30

2. Survey of Applicants Not Funded A-31

3. On-Site Visit Checklist A-32

Appendix EE Funded Programs A-33

Appendix FF On-Site Visit Schedule A-34

OREGON SMALL SCHOOLS PROGRAM

INTRODUCTION

The Oregon Small Schools Program (OSSP), an Elementary and Secondary Education Act (ESEA) Title III project was approved for a second year of funding by the Oregon Board of Education (OBE) on August 24, 1971. The goals and objectives for the OSSP as approved by the OBE are to:

1. Increase member schools receptivity to new and better ideas in education.
2. Implement new programs and apply new techniques consistent with the Oregon Board of Education priority objectives and with the special needs of their districts.
3. Obtain and keep the resources and information necessary to carry out those innovative programs and to apply those new techniques.

One of the requirements of an ESEA, Title III project is to contract with a third party to conduct an independent evaluation. On July 30, 1971 the OSSP Steering Committee appointed Educational Coordinates Northwest as the third party evaluator. The specific terms of the contract required Educational Coordinates Northwest to gather information regarding:

1. The effectiveness of the 1971 Summer Institute.
2. The effectiveness of the visitations made to the member schools by the project coordinator.
3. The facilitating and constraining forces which affected the implementation of projects generated at the 1971 OSSP Summer Institute held at Willamette University.

This report, submitted by Educational Coordinates Northwest (EC), goes beyond the requirements of the contract by reporting all of the

activities of the OSSP project as they relate to the objectives of the project.

It is important to note that the OSSP staff has continued to implement its philosophy of evaluation as feedback and guide. As part of the feedback system the Educational Coordinates staff and the OSSP staff held nine meetings to assure that the flow of data being gathered as part of the third party evaluation would also have an effect on the planning and direction of forthcoming OSSP activities. The notes from one such feedback session appear in Appendix A of this document.

In addition to the third party evaluation, many of the activities sponsored by the OSSP were evaluated by instruments designed and administered by the OSSP staff. These activities and their evaluations have been included in this report in order to document the continuity of the Oregon Small Schools Program as it moves into its third year of operation.

The evaluation of the 1970-71 OSSP established that many of the components of individualizing instruction which had been stressed by the OSSP had not been implemented by their member schools to the degree anticipated. The project evaluators in their 1970-71 report recommended that it might be helpful for the project to more rigorously define and describe a "model" program of individualizing instruction so that schools could measure their progress against that "model." The membership accepted this as a basic need of the member schools. More specifically, the need was identified as follows:

1. The need for development of a detailed and definitive description of a school-wide program of individualizing instruction.

2. The development of an assessment instrument by which the schools could analyze their current progress toward individualizing.
3. A series of activities conducted by the OSSP to assist member schools develop short and long-range plans and the subsequent implementation strategies.

As a consequence of the continuous evaluation of the OSSP a major portion of the resources, time, people, and money for the 1971-72 project year have been reallocated to meet the above mentioned needs of the member schools.

The format of this report divides the evaluation into three sections, each section describing the transactions and outcomes as they relate to one specific OSSP objective. Judgmental data are reported in each section when applicable.

The congruence between the intended transactions and the observed transactions is assumed if they are reported in one of the sections or in one of the first three tables (See Tables 1, 2, and 3).

The logical contingency between the intended antecedents, the intended transactions, and the intended outcomes in effect was established when the Oregon Board of Education approved the OSSP for operation and funding in 1971-72.

The congruence between intended outcomes and observed outcomes, and the empirical contingency between observed antecedents, observed transactions, and observed outcomes will be reported in each of the three sections where data are available.

The antecedent conditions which provide for the evolution of the existing OSSP are reported in the introduction to this evaluation report

as well as in the recommendations of the 1971 Independent Evaluation Report of the OSSP.[1]

Each section will contain impressions, comments, and observations made by the E.C. staff in order to provoke thought and further discussion of the data.

[1]Stake, Robert. Teachers College Record, Volume 68, Number 7, April, 1967.

TABLE 1

INTENTS (OBJECTIVE #1):
INCREASE THEIR RECEPTIVITY TO NEW AND BETTER IDEAS IN EDUCATION

TRANSACTIONS	MEASURE	SUMMARY OF OUTCOMES	APPENDICIES & PAGE REFERENCE
Expose small schools teachers and administrators to new programs in a one-week summer institute. This will be in the context of the program stressing individualization of instruction.	Distribute questionnaires to institute participants to measure their response to the ideas they are exposed to.	One hundred seventy-nine (179) participants registered to attend the 1971 OSSP Summer Institute.	Page 12
		a. Seventy-three out of 120 responses indicated it did increase their receptivity to new and better ideas.	Page 12 & App. D
		b. Sixty-five out of 120 responses indicated the participants would feel more confident to develop objectives and design programs.	Page 12 & App. D
		c. Sixty-seven out of 120 responses indicated they received the information necessary to carry out new techniques and programs.	Page 12 & App. D
		d. Seventy-eight out of 120 responses rated the conference as outstanding.	Page 12 & App. D
		Over four hundred participants have registered for the 1972 OSSP Summer Institute.	
		The OSSP made personal contact with more than 2,100 people.	

TRANSACTIONS	MEASURE	SUMMARY OF OUTCOMES	APPENDICIES & PAGE REFERENCE
Distribute information about successful innovative programs in small school settings through news-letters, video tapes, and personal staff visits.	Survey the member schools as to the effectiveness of these activities.	OSSP office has recorded over sixty letters and/or phone calls requesting information/assistance.	Page 13
		a. OSSP distributed 750 copies of Contemporary Curriculum For Small Schools.	Page 13
		b. OSSP distributed 300 copies of Promising Practices in Small Schools.	Page 13
		c. Forty-six films have been loaned.	Page 13
		d. Video tapes have been loaned twenty-six times.	Page 13
		Materials available for loan.	App. P

TABLE 2

INTENTS (OBJECTIVE #2):
IMPLEMENT NEW PROGRAMS AND APPLY NEW TECHNIQUES
CONSISTENT WITH THE OREGON BOARD OF EDUCATION PRIORITY OBJECTIVES
AND WITH THE SPECIAL NEEDS OF THEIR DISTRICTS

TRANSACTIONS	MEASURE	SUMMARY OF OUTCOMES	APPENDICIES & PAGE REFERENCE
Provide a forum at its summer institute and regional workshops where OBE specialists and experts on rural education and school curriculum can advocate their priorities and programs to representatives of member schools.	Distribute questionnaires to participants in the summer institute and regional workshops to determine immediate responses to individual speakers and their programs.	For a summary of outcomes for the 1971 Summer Institute see Summary of Outcomes (Objective #1).	Page 12 & App. D
		Evaluation of Groupleader Training on February 16 rated the program very high on the top two responses of a five point scale.	Page 16 & App. G
		1,358 teachers attended twelve regional meetings on "Steps Toward Greater Individualizing."	Page 19 & App. M
		a. On a five point scale 602 respondents rated the video overview of the project as "clear."	Page 19 & App. N
		b. Three hundred nineteen rated it as "average" and one hundred forty-two as "less than clear."	Page 19 & App. N
		c. Seven hundred thirty responded they felt "very enthusiastic" about "Steps Toward Greater Individualizing."	Page 19 & App. N

TRANSACTIONS	MEASURE	SUMMARY OF OUTCOMES	APPENDICIES & PAGE REFERENCE
		The results of over 1,158 Semantic Differentials returned at eleven of the twelve regional meetings suggest that:	Page 23 & App. Q
		a. Respondents accepted the concept of individualizing instruction.	Page 23 & App. Q
		b. Respondents rejected some of the component parts of the process to individualize instruction.	Page 23 & App. Q
		c. The respondents did not cluster around any concept used in the Semantic Differential with any high degree of confidence.	Page 23 App. Q
		At the Oregon School Board Association meeting 43 board members, 33 superintendents, 3 IED superintendents, 2 principals and 2 guests attended a special OSSP breakfast.	Page 31 & App. R
		Twenty-one (21) teachers trained for Summer Institute. No formal evaluation.	Page 32
		Administrators' Conference evaluation indicated overall administrative approval of Steps Toward Greater Individualizing.	Page 33 & App. W
		Additional Activities: No evaluation.	Page 34

TABLE 3

INTENTS (OBJECTIVE #3):
OBTAIN AND KEEP THE RESOURCES AND INFORMATION NECESSARY TO CARRY OUT THOSE INNOVATIVE PROGRAMS AND TO APPLY THOSE NEW TECHNIQUES

TRANSACTIONS	MEASURE	SUMMARY OF OUTCOMES	APPENDICIES & PAGE REFERENCE
Train teachers and administrators from small schools to use selected new techniques in the summer institute and the regional workshops.	Measure the extent to which such techniques are implemented in a random sample of member schools.	Visitation Program:	Page 36
		a. A random sample of 108 participants conducted by the OSSP coordinator established that 90% of the participants who attended the 1971 summer institute did in some degree implement a project stimulated by the OSSP institute.	Page 36 & App. X
		b. 307 people were personally contacted on visitation program.	Page 36 & App. X
		c. For materials distributed see Appendix X.	App. X
		d. Administrators East of the Cascade Mountains have slightly different opinions about visitation program than their counterparts West of the Cascades.	Page 39 & App. Z

TRANSACTIONS	MEASURE	SUMMARY OF OUTCOMES	APPENDICIES & PAGE REFERENCE
		The E.C. staff conducted an on-site interview with a 30% random sample of the 108 participants interviewed by the OSSP coordinator. The findings of interviews were similar to the findings of the OSSP coordinator.	Page 56
		Dissemination effort on Visitation Log.	App. X
		List of materials available to OSSP member schools.	App. P
		Plans for individualizing instruction.	App. O
		Objectives for 1972-73.	Page 68

INTENTS (OBJECTIVE #1):

INCREASE THEIR RECEPTIVITY
TO NEW AND BETTER IDEAS IN EDUCATION

Summer Institute

"One of the responsibilities of the Oregon Small Schools Program (OSSP) is the dissemination of information to its member schools regarding new techniques, innovative programs, and current educational thinking."

The 1971 Summer Institute sponsored by the OSSP and held at Willamette University, Salem, Oregon had one hundred seventy-nine (179) registered participants. The five day institute started on June 14 and was completed on June 18, 1971. The institute provided a wide variety of activities and presentations. A list of the institute activities and presentations appear in Appendix B of this document.

The full context of each of the activities and presentations is available in the OSSP publication, Contemporary Curriculum for Small Schools, Report of a Summer Institute, June 14-18, 1971, Willamette University, Salem, Oregon.

A questionnaire designed and administered by the OSSP staff was distributed and completed on the final day of the institute (See Appendix C). An analysis of the responses to the questionnaire indicates the institute participants found the institute to be of "much" and "some" value as opposed to being of "little" value or of "none" value. Questions four, five, and six indicate the participants perceived the workshop "increased their awareness and receptivity" to new and better ideas in education and at the same time helped the participants "feel more confident" to develop objectives and design programs. Question six indicates the participants felt they received the information necessary to carry out the new techniques. (See Appendix D.)

Distribution of Information

Another responsibility of the OSSP is to "distribute information about successful innovative programs in small schools through newsletters, video tapes, and personal staff visits."

The OSSP office has recorded sixty letters and/or phone calls requesting information on printed material, places to visit, and OSSP information. In addition to this the OSSP office has distributed 750 copies of Contemporary Curriculum for Small Schools, and 300 copies of the Northwest Regional Educational Laboratory, Promising Practices in Small High Schools edited by Ray Talbert. Forty-six (46) films have been loaned from the OSSP library. The video tapes from the 1971 Summer Institute have been loaned twenty-six (26) times.

As a part of Twelve Regional Conferences (See Appendicies H-M) Mr. Miller systematically announced to a total of 1,358 participants information about:

1. The Teacher Incentive Grant Program, ESEA, Title III.
2. The Title III Regional Dissemination Conferences.
3. The availability and purpose of Retrievel Dissemination Center at the Oregon Board of Education.
4. The availability and use of IOX and other sources of pre-written behavioral objectives.

In addition to the above the OSSP has held two state-wide conferences, and many other activities which are reported in this document.

Materials Available for Loan

A list of materials available for loan to OSSP member schools appears in Appendix P of this document.

INTENTS (OBJECTIVE #2):

IMPLEMENT NEW PROGRAMS AND APPLY NEW TECHNIQUES
CONSISTENT WITH THE OREGON BOARD OF EDUCATION PRIORITY OBJECTIVES
AND WITH THE SPECIAL NEEDS OF THEIR DISTRICTS

Individualizing Instruction and Group Leader Training

A September 30, 1971 meeting of the Oregon Small Schools Program Steering Committee at Baker, Oregon approved a plan submitted by OSSP Coordinator, Mr. Donald Miller to assist OSSP member schools design individual "Steps Toward Greater Individualizing."

In order to accomplish this goal the OSSP conducted these activities during the current project year:

1. Appointed an individualizing instruction team which has the task of defining individualized instruction and the subsequent description of its components.
2. Retained Mr. James Hargis as the project's major consultant.
3. Developed an assessment instrument to be used by schools.
4. Trained 40 people to act as group leaders in a series of regional conferences at which time school staffs will discuss the individualizing plan, complete a self-assessment and draft short-range priorities.
5. Held a meeting for OSSP school principals to explain the effort and gain their commitment to the program.
6. Conducted 12 regional meetings during March and April.
7. Held a summer institute in June at which time teams from member schools planned the elements of the individualizing program they will implement in September.

The first step in the development of this program consisted of a meeting of five (5) elementary school teachers; five (5) secondary school teachers, and two (2) administrators, designated the Individualizing

Instruction Advisory Team. The purpose of meeting on January 17, 1972 was to provide for participant direction of the program.

The Individualizing Instruction Advisory Team met again on February 15, 1972 at the Sweetbriar Inn to complete its work on the program to individualize instruction, set goals, approve a teacher pre-assessment instrument, design an administrators' questionnaire, and write objectives.

The OSSP objectives for "Steps Toward Greater Individualizing" of instruction as developed by the team are:

1. Member schools will assess themselves in respect to the individualizing instruction model guidelines. This objective will be evaluated by having each teacher complete the Individualizing Instruction Pre-Assessment and return it to the Oregon Small Schools Program.
2. After completion of the assessment, participating schools will establish immediate priorities for greater individualizing.
3. Participating schools will establish long-range priorities for greater individualizing.

   Objectives 2 and 3 will be evaluated by having the administrators complete the Administrators' Questionnaire.
4. Participating schools will implement their individualizing programs in respect to their immediate and long-range priorities.
5. Schools will participate in yearly evaluation of on-going programs and re-assessment of priorities.

On February 16, 1972, forty-five (45) teachers were invited to the Sweetbriar Inn to prepare themselves to serve as group leaders during

the twelve regional meetings to be held in March, April, and May (See Appendicies H-M).

An evaluation instrument designed by Mr. Miller to assess the effect of the February 16 group leaders training yielded the following results:

1. Thirty-nine (39) participants attended the meeting and thirty-eight (38) returned their evaluations.
2. On a five point scale the participants rated the presentations as "clear" which was high on the scale.
3. The response rated the presenter as "highly competent."
4. When asked to respond to their "task" and "training" to be a small group leader the respondents were a little less sure (See Appendix G, Group Leader Training Session).

Regional Conferences

The purpose of the twelve (12) Regional Conferences can best be ascertained by reading the OSSP correspondence sent to Superintendents, Principals, and School Board Chairmen on February 25, 1972. Included in the correspondence is a document from Dr. Dale Parnell, Superintendent of Public Instruction; a schedule for the Spring Regional Conferences; and a Tentative Program for the Regional Conferences (See Appendicies I-L).

The OSSP staff designed an evaluation instrument employing a five point scale offering the respondent a degree of choice from one (1) which was high to five (5) which was low located in between a set of bi-polar adjectives.

Evaluation of Regional Conferences

The participants of the twelve (12) Regional Conferences were asked to complete the evaluation instrument, designed and administered by the OSSP staff, at the end of each of the twelve (12) sessions.

There were 1,358 participants in these regional meetings and 1,070 evaluations were returned. The OSSP staff did not statistically analyze the data received on the evaluations other than computing a frequency distribution (See Appendix N).

Several generalizations can be ventured from the data as it stands.

1. Generally the conferences were "highly" successful for about one-half of the participants.
2. About one-third of the participants rated the conferences as

average or "lower."

3. Two interesting points are the number of people who did not answer questions "B" and "D."

Pre-Assessment

One of the items on the agenda of the meetings for the Individualizing Instruction Advisory Team on January 17 and February 15 was to develop an instrument whereby the teachers of member schools could assess themselves in respect to the individualizing instruction model guidelines. Such an instrument was developed with the assistance of Mr. James Hargis and Donald Miller.

The OSSP Individualizing Instruction Pre-Assessment Instrument consists of twenty-four (24) questions divided into seven (7) component parts of the process of individualizing. The teacher is requested to evaluate her progress towards individualizing by ranking herself on a one (1) to five (5) point scale. One (1) represents the least progress towards individualizing and five (5) represents the most progress towards individualizing.

The instrument was administered to the participants of the twelve (12) regional meetings (See Appendix O). A total of 1,358 questionnaires were distributed out of which 1,070 were returned and processed.

The number of responses to each question will fluctuate due to the fact that elementary teachers were asked not to respond to certain questions.

The unique factor of this instrument is the data storage system which will allow individual schools, or grade levels, or subject areas of all OSSP schools, or regions of OSSP schools to evaluate their individual progress toward individualizing.

An analysis of the data will not be explored in this document. It will be reported to serve as a baseline for the 1972-73 OSSP evaluation.

A mean, standard deviation, and frequency count is listed in Appendix O of this document.

Semantic Differential[1]

"The Semantic Differential is a technique for measuring the meaning of a concept by rating them on a set of bi-polar adjectives scales selected to represent hypothetical dimension in space. The distances between these points is held to be proportional to whatever psychological affinity between them is mediated by meaning."[2]

Therefore, when concepts are differentiated, they will form meaningful clusters and be assigned a plane in semantic space.

A cluster can be defined as a grouping of two or more concepts more related at a selected critical distance to one another than they are to concepts outside the critical distance.

In summary, then, for the purposes of this report, concepts are:

1. Clustered as measured by the "critical distance" between these concepts.
2. Assigned to semantic space as measured by a set of bi-polar adjectives.

The bi-polar adjectives used on the OSSP assessment were positive-negative (the evaluative factor), strong-weak (the potency factor), and active-passive (the activity factor).

At the beginning of each of eleven (11) regional meetings Donald Miller, the OSSP Coordinator, asked those in attendance to read the

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[1]Osgood, Suci, Tannenbaum. The Measurement of Meaning, Illini Books, University of Illinois Press, 1967.

[2]Hoffman, John E. An Analysis of Concepts-Clusters in Semantic Inter-Concept Space, Hebrew University, Haifa College, Israel.

instructions and complete the OSSP Semantic Differential (See Appendix Q).* The participants were asked to include their name and school; however they were instructed the name was optional.

A total of 1,158 questionnaires were returned out of 1,200 distributed. Thirty of the returned questionnaires were not processed due to the respondents failure to follow instructions. Therefore, 1,128 questionnaires were processed.

The concepts chosen to be measured were selected by Donald Miller of the OSSP and Leslie Wolfe of Educational Coordinates, a representative of the OSSP evaluation contractor. Two sets of concepts were selected. The first set of concepts selected were identified to represent the factors of "individualizing instruction." The concepts representative of the factors of "individualizing instruction" were identified as: 1. "Students Selection of Learning Goals;" 2. "Pre-Tests;" 3. "Students Needs;" 4. "Learning Rate;" 5. "Individualized Instruction;" 6. "Behavioral Objectives;" 7. "Evaluation;" 8. "Prescription Instruction;" 9. "Students Choose Learning Activities;" 10. "Challenged Courses;" and 11. "Continuous Progress."

The concepts selected to be part of the assessment which are not factors specifically related to the individualizing of instruction are: 1. "Education;" 2. "Subject Matter;" 3. "Discipline;" and 4. "Me."

---

[3]Due to printing and preparation problems the Semantic Differential was not used at one of the twelve regional meetings.

Analysis of Semantic Differential Data

An analysis of the data finds that the 1,128 administrators and teachers of the OSSP who returned the questionnaires assigned the "concepts" into two distinct groups.

The group of concepts rated by the respondents as being of least value, lowest activity, and least potency are the concepts of Student Selection of Learning Goals, Behavioral Objectives, Prescription Instruction, Students Choose Learning Activities, and Challenged Courses.

All of the aforementioned concepts clustered around the main organizing concept of Students Choose Learning Activities at the 40 percent confidence interval with one exception, the concept of Behavioral Objectives.

The second group of concepts seen as being of high value, of high potency, and of high activity are the concepts of Continuous Progress, Discipline, Me, Education, and Students Needs.

The second group of concepts clustered with the concept of Continuous Progress at the 40 percent confidence interval. The concept of Discipline, Education, and Continuous Progress clustered at the 25 percent confidence interval.

A third and poorly defined group includes those concepts which are someplace in between the "most valued" group and the "least valued" group. The third group includes the concepts of Pre-Test, Learning Rate, Subject Matter, Individualized Instruction, and Evaluation.

It is interesting to note the respondents did not identify and cluster any concepts at the 20 percent confidence interval.

At the 25 percent confidence level three two cluster groups are formed. Student Selection of Learning Goals and Students Choose Learning Activities clustered and were rated as being of low value, low activity, and low potency. The concepts of Education and Continuous Progress were clustered together and ranked as being of high value, of high activity, and of high potency. Subject Matter and Discipline were clustered and rated as high activity, high potency, and high value. (See Tables 4 and 5)

Interpretation

The above data suggests several needs that the OSSP and its consultants, teachers, and administrators should consider over the next year.

It appears that the respondents do not associate with the component parts of a process to individualize instruction. To go one step further, the respondents view two very important factors of the individualizing process, Student Selection of Learning Goals and Students Choose Learning Activities, as not being of value, of low activity, and of low potency.

The data appears to suggest a minimum of three very critical tasks which need to be performed by the OSSP and its participants:

1. The OSSP needs to help the respondents develop a positive attitude towards all of the component parts of the process to individualize instruction.
2. The OSSP needs to build a strong relationship between the component parts of the processes to individualize instruction.
3. The OSSP needs to identify those processes which retard movement towards the individualizing of instruction.

TABLE 4

SEMANTIC ANALYSIS FOR ALL RESPONDENTS

Group	Concept Means									
	1	2	3	4	5	6	7	8	9	10
1	2.855	2.005	1.575	2.430	1.792	1.925	2.618	2.353	2.074	2.924
2	2.917	2.320	1.763	2.613	1.959	2.189	2.801	2.447	2.290	3.152
3	3.040	2.612	1.962	2.692	2.009	2.418	2.973	2.502	2.367	3.397

SEMANTIC ANALYSIS FOR ALL RESPONDENTS

Group	Concept Means 11	12	13	14	15
1	1.914	2.844	2.742	1.971	1.751
2	2.053	2.996	3.002	2.124	1.977
3	2.132	3.159	3.396	2.122	2.171

TABLE 5

SEMANTIC ANALYSIS FOR ALL RESPONDENTS

Group DN Matrix

	1	2	3	4	5	6	7	8	9	10
1	0.0	0.096	0.174	0.054	0.151	0.114	0.023	0.075	0.103	0.037
2	0.096	0.0	0.082	0.045	0.063	0.021	0.074	0.033	0.022	0.126
3	0.174	0.082	0.0	0.121	0.025	0.061	0.153	0.100	0.071	0.207
4	0.054	0.045	0.121	0.0	0.098	0.061	0.033	0.023	0.050	0.087
5	0.151	0.063	0.025	0.098	0.0	0.042	0.131	0.076	0.048	0.184
6	0.114	0.021	0.061	0.061	0.042	0.0	0.092	0.043	0.016	0.043
7	0.023	0.074	0.153	0.033	0.131	0.092	0.0	0.055	0.082	0.054
8	0.075	0.033	0.100	0.023	0.076	0.043	0.055	0.0	0.030	0.109
9	0.103	0.022	0.071	0.050	0.048	0.016	0.082	0.030	0.0	0.136
10	0.037	0.126	0.207	0.087	0.184	0.146	0.054	0.109	0.136	0.0
11	0.134	0.048	0.041	0.081	0.017	0.027	0.114	0.060	0.032	0.168
12	0.012	0.104	0.183	0.063	0.160	0.123	0.030	0.085	0.112	0.025
13	0.033	0.109	0.191	0.074	0.170	0.130	0.042	0.096	0.122	0.020
14	0.129	0.045	0.048	0.075	0.023	0.026	0.108	0.054	0.027	0.162
15	0.145	0.053	0.030	0.091	0.014	0.032	0.123	0.071	0.042	0.177

Group DN Matrix Variance 0.270977D-02
Group DN Matrix Scores for 20, 25, 30, 40, 50 Percent Confidence Intervals

SEMANTIC ANALYSIS FOR ALL RESPONDENTS

	11	12	13	14	15
1	0.134	0.012	0.033	0.129	0.145
2	0.048	0.104	0.109	0.045	0.053
3	0.041	0.183	0.191	0.048	0.030
4	0.081	0.063	0.074	0.075	0.091
5	0.017	0.160	0.170	0.023	0.014
6	0.027	0.123	0.130	0.026	0.032
7	0.114	0.030	0.042	0.108	0.123
8	0.060	0.085	0.096	0.054	0.071
9	0.032	0.112	0.122	0.027	0.042
10	0.168	0.025	0.020	0.162	0.177
11	0.0	0.144	0.153	0.008	0.016
12	0.144	0.0	0.022	0.138	0.154
13	0.153	0.022	0.0	0.148	0.161
14	0.008	0.138	0.148	0.0	0.023
15	0.016	0.154	0.161	0.023	0.0

Oregon School Boards Association Small Schools Meeting

The Oregon School Boards Association (OSBA) arranged a special program with the cooperation of the OSSP. The program emphasized creative programs offered in small schools. The following program opportunities were offered for the participants' selection:

Section Meetings:

1. Dayton's Experimental Project

   Francis Dummer, Superintendent

   Arnold Heimbach, Teacher

   Mrs. Ann Evers, Board Chairman

2. Hereford-Unity/Huntington Career Education Programs with Treasure Valley Community College

   Robert Savage, Superintendent

3. Dufur: School-Community Library

   Norman Hallett, Superintendent

4. Sherman Union High School Career Visitation Program

   Joe DeMarsh, Superintendent

There was not a formal evaluation of the section meetings.

In addition to the section meetings the OSSP sponsored a special breakfast for small schools people which was attended by: forty-three (43) School Board Members, thirty-three (33) Superintendents, three (3) IED Superintendents, and two (2) Principals.

Summer Institute Group Leader Training

On May 19 and 20, 1972 the OSSP held a special training session to prepare group leaders to work with the 1972 Summer Institute participants. This special training session was held to prepare the twenty-five leaders to work with the materials developed by Educational Associates of Milwaukee, Wisconsin.

There were no evaluations of the above training session. The 1972-73 evaluation of the OSSP will provide some insight into the design and effectiveness of this program.

Administrators' Conference

At a March 1, 1972 conference of school administrators forty-four administrators out of fifty-six indicated they were enthusiastic about the OSSP plan for "Steps Toward Greater Individualizing" and they intended to make a commitment to its implementation.

An evaluation instrument using a set of bi-polar adjectives located at opposite ends of a five (5) point scale with one (1) as a high rating and five (5) as a lot rating was designed and administered by the OSSP staff. (See Appendix V.)

Participant responses to question "A" appear to indicate a little confusion; however, responses to question "B" indicate overwhelming confidence in the "presentors" competence. Responses to question "C" indicate a slight split between about half of the participants who are very enthusiastic and those who are a little less enthusiastic (See Appendix W).

Additional Activities

In addition to its many other activities the OSSP has provided special assistance to twenty (20) people on the Vocational Advisory Council of the Crow Applegate School District; sixteen (16) instructors at the Falls City School District; and twenty (20) teachers at MacLaren School for Boys.

These activities were not formally evaluated. However, it speaks well of the OSSP to note all these schools are sending participants to the OSSP 1972 Summer Institute.

INTENTS (OBJECTIVE #3):

OBTAIN AND KEEP THE RESOURCES AND INFORMATION NECESSARY
TO CARRY OUT THOSE INNOVATIVE PROGRAMS
AND TO APPLY THOSE NEW TECHNIQUES

Visitation Program

During the months of September, 1971 through February, 1972, Mr. Donald F. Miller, Coordinator of the OSSP and his administrative assistant, Mrs. Donald F. Miller spent over thirty days traveling and visiting OSSP member schools and prospective OSSP member schools. The objectives of these visits were to:

1. Disseminate new ideas or materials,
2. Assist in the identification of the unique needs of member schools,
3. Help clarify Oregon Board of Education goals, policies and procedures,
4. Serve as a general consultive resource,
5. Enlist new schools into the OSSP, and
6. Provide a follow-up study on the effectiveness of the OSSP Summer Institute.

The project evaluators designed two instruments to be used by the coordinator and his administrative assistant during the on-site visits. The Visitation Log (See Appendix X) was constructed to register the size of the school, the number on the staff, the hours spent on each visitation, the number of persons contacted, the type and amount of materials distributed, the verbal information conveyed, the consultive help given, and the informal assessment of the schools needs.

The second instrument, the OSSP Checklist, was designed to systematically collect follow-up information regarding the implementation of special projects generated by those who attended the 1971 Summer

Institute (See Appendix Y). A total of 108 workshop participants were interviewed on these visitations. This represented a sample of 60.3% of those who attended the 1971 Summer Institute.

The OSSP Checklist listed ninety (90) or 83% of the 108 participants interviewed intended to implement a new project as the result of the summer institute.

The Visitation Log registered seventeen (17) participants did not intend to implement a new program. Two (2) of the seventeen (17) who did not intend to implement a new project gave as a reason that "they were satisfied with what they were doing." Two (2) said the summer institute did not present any ideas they wanted to try. Seven (7) said they did not have time to plan and prepare. Five (5) gave other reasons.

Of the ninety (90) people who said they had planned to implement a new project as the result of the OSSP Summer Institute ten (10) said, during the follow-up visits by the Millers, that they have not or will not now implement a project. Three (3) of the ten (10) said the resources were not available, while two (2) said it was due to some organizational factor. Four (4) gave personal reasons saying there was no time to prepare or some other reason. One (1) person was identified as not having given a response.

The third party evaluators conducted a followup interview of a random sample of the OSSP Summer Institute participants who completed the OSSP Checklist. The results of the follow-up interviews are reported under the heading Third Party Random Sample Interviews.

An analysis of the data recorded on the Visitation Logs by the Millers is summarized as follows:

1. Seventy-four (74) administrators were personally contacted.

2. Two hundred (200) faculty members were personally contacted.

3. Twenty-eight (28) students were interviewed.

4. Five (5) board members and others were contacted.

A total of 307 people were contacted by the Millers as part of the OSSP visitation program.

A summary of the materials distributed, verbal information conveyed, consultive help offered and the informal assessment of school needs is available in Appendix X of this document.

Evaluation of Visitation Program by Administrators

As part of the evaluation of the OSSP Visitation Program all of the administrators of the OSSP schools visited by Mr. Miller during the months of September, 1971 through February, 1972 were asked to evaluate the effectiveness of the visitation program.

The evaluators designed a questionnaire to be answered on a twenty point Likert-type scale with a standard set of answer alternatives (See Appendix Z).

The questionnaires were mailed to forty-eight (48) administrators during May of 1972. Two weeks after the mailing of the first questionnaire a follow-up questionnaire was posted to those who did not respond to the first mailing. A total of 37 out of the 48 administrators replied.

The returns were compiled into three groups. A mean and standard deviation were computed for each of the three groups. One group represented the responses of the administrators West of the Cascade Mountains (See Table 6). The second group represented the respondents East of the Cascades (See Table 7). The third group combined responses from both groups (See Table 8).

An analysis of the data suggests that:

1. Those responding felt the visitation program did disseminate "some" new ideas and materials.

   A further breakdown of the responses to the first question found no obvious differences between the responses of the administrators East of the Cascades when compared to the responses of the administrators West of the Cascades.

2. The visitation program did assist in the identification of unique needs of the school to "some" extent. Again there were no differences between the responses of the administrators East of the Cascades and the responses of the administrators West of the Cascades.

3. The visitation program did appear to help clarify Oregon Board of Education goals, policies, and procedures to "some" extent.

   The administrators West of the Cascades responded with a mean response to this question of 7.46 and a standard deviation of 4.72.

   The administrators East of the Cascades responded with a mean of 9.62 with a standard deviation of 4.27.

   There appears to be a significant difference in the responses to this question.

4. The visitation did to "some" extent provide general consultive resources.

   Again the administrators West of the Cascades responded to question four with a mean of 9.84 and a standard deviation of 4.44.

   The administrators East of the Cascades responded with a mean of 11.00 and a standard deviation of 3.89. The responses of the administrators East of the Cascades indicate a "substantial amount" of general consultive assistance.

5. The responses to question number five indicate that the visitation program should remain at "about the same" level.

A complete statistical analysis of the data including the comments

of the respondents is in Tables 6 - 10 of this document.

Comments:

Interpretation of the data appears to suggest the administrators East of the Cascades generally found the OSSP visitation to be more effective and useful than their counterparts West of the Cascades.

One interpretation of the data suggests the administrators East of the Cascades, due perhaps to their relative distance from the Oregon Board of Education (OBE) and other resources, have a need to have contact with outside resource persons.

Apparently the administrators West of the Cascades did not feel they needed contact to the same degree.

If the visitation program is to continue as part of the OSSP for the 1972-73 school year there are several considerations the Steering Committee of the OSSP should discuss.

1. What is the cost of the visitation program when one computes the salary of Mr. and Mrs. Miller, their per diem and mileage, times forty (40) working days? The figure forty working days was selected to allow for thirty (30) days for visitations and ten (10) days for preparation.
2. What services stated in performance terms does the Steering Committee expect the visitation program to deliver?
3. What are the unique needs of the administrators and teachers, if any, East of the Cascades? How can these needs best be served?

TABLE 6

OSSP EVALUATION OF VISITATION PROGRAM

Schools West of the Cascades

QUESTION NUMBER	MEAN	STD. DEV.	1	2	3	4	5	6	7	8	9	10	11	12	13
1	9.31	4.52	1	1	2	0	2	1	1	6	4	1	1	0	3
2	8.68	4.20	1	0	4	0	2	0	1	6	6	0	2	1	0
3	7.46	4.72	3	0	1	3	5	1	0	5	1	2	0	1	1
4	9.84	4.44	1	0	3	1	1	0	1	1	1	2	4	1	3
5	3.04	1.26	5	1	13	4	4	0	0	0	0	0	0	0	0

OSSP EVALUATION OF VISITATION PROGRAM

Schools West of the Cascades

QUESTION NUMBER	14	15	16	17	18
1	3	0	1	0	2
2	2	0	2	1	0
3	0	0	1	1	1
4	4	0	2	0	0
5	0	0	0	0	0

TABLE 7

OSSP EVALUATION OF VISITATION PROGRAM

Schools East of the Cascades

QUESTION NUMBER	MEAN	STD. DEV.	1	2	3	4	5	6	7	8	9	10	11	12	13
1	9.62	2.13	0	0	0	0	0	0	1	3	0	0	3	0	1
2	8.12	3.23	0	0	1	0	1	0	1	2	0	1	1	0	1
3	9.62	4.27	0	0	1	0	0	1	1	0	1	1	0	0	2
4	11.00	3.89	0	0	0	0	0	1	1	1	0	0	2	0	1
5	2.37	0.92	2	1	5	0	0	0	0	0	0	0	0	0	0

OSSP EVALUATION OF VISITATION PROGRAM

Schools East of the Cascades

QUESTION NUMBER	14	15	16	17	18
1	0	0	0	0	0
2	0	0	0	0	0
3	0	0	1	0	0
4	0	1	0	1	0
5	0	0	0	0	0

TABLE 8

OSSP EVALUATION OF VISITATION PROGRAM

Statistical Output for All School Summary

QUESTION NUMBER	MEAN	STD. DEV.	1	2	3	4	5	6	7	8	9	10
1	9.38	4.10	.03	.03	.05	.0	.05	.03	.05	.24	.11	.03
2	8.56	3.97	.03	.0	.14	.0	.08	.0	.06	.22	.17	.03
3	7.97	4.65	.09	.0	.06	.09	.15	.06	.03	.15	.06	.09
4	10.12	4.28	.03	.0	.09	.03	.03	.03	.06	.06	.03	.06
5	2.89	1.21	.20	.06	.51	.11	.11	.0	.0	.0	.0	.0

Distribution of Responses by Percent

OSSP EVALUATION OF VISITATION PROGRAM

Statistical Output for All School Summary

QUESTION NUMBER	11	12	13	14	15	16	17	18
1	.11	.0	.11	.08	.0	.03	.0	.05
2	.08	.03	.03	.06	.0	.06	.03	.0
3	.0	.03	.09	.0	.0	.06	.03	.03
4	.18	.03	.12	.12	.03	.06	.03	.0
5	.0	.0	.0	.0	.0	.0	.0	.0

Distribution of Responses by Percent

TABLE 9

COMMENTS TO QUESTIONS
ADMINISTRATORS WEST OF THE CASCADES

1. To what extent did the visitation by Mr. Miller disseminate new ideas or materials?

We discussed the use of videotape recorders in the educational program.

His familiarity with what other schools are doing allowed us communication. However, we haven't had the opportunity to pursue contacts.

Other sources for materials and schools to visit for on the spot program of individualized instruction.

We talked about individualizing.

Mentioned specific curricular programs that would be helpful in implementing in our district.

Suggested contacting Department for curriculum information in regard to a girls' shop class.

Very brief on individualized instruction.

Most helpful in providing materials and films. Have filled four requests very promptly.

In regards to cooperation between the high school and surrounding grade schools.

Reading program at Woodburn Elementary Schools.
Grants Pass Individualized Approach.

Most of the visitation consisted of asking what we were doing with ideas talked in summer small schools conference.

We discussed going into the community to learn as my particular group did last summer.

Left materials regarding other programs.

Elementary involvement in program.
Fish farm assistance eventually realized.

Sent materials relating to industrial arts. Suggested what schools to visit.

2. To what extent did the visitation by Mr. Miller assist you in the identification of the unique needs of your school that might be met by the Oregon Small Schools Program?

Mr. Miller is a good listener. He tried to assess our needs after hearing us describe our community, finances, current curriculum and financing. He evaluated our scheduling and encouraged us to continue our efforts to individualize instruction.

Possibility of individualized instruction program between grades and teachers.

He informed me of the special programs provided by the OSSP.

Recognized some good programs - gave encouragement.

Gave us the names of other small schools to be visited that were doing a good job in areas we were interested in.

Objectives for Language Arts program.

Team teaching - individualized instruction
Motor Fitness - Readiness Program - First Grade

One idea was we were probably small enough (41) so that we could readily teach the individual education people were prescribing.

We discussed the fact that the "unique needs" of our school have been met best when our faculty attended as a group. In 1970 more cooperation among faculty members was noted.

3. To what extent did the visitation by Mr. Miller help to clarify Oregon Board of Education goals, policies or procedures?

He informed me that his role was to help the personnel of the OSSP become familiar with the programs throughout the state.

Mr. Miller was well qualified to describe curriculum standards and staffing patterns, scheduling, etc., for the small high school -- we did get into specifics on these items.

Explanation of small schools program was given.

He stressed goals in career education which a small school could push for. We probably could stress commercial and construction.

We discussed the implications of "accountability" to small schools.

Goals seemed to have more relevance and direct meaning in reference to "small schools."

4. To what extent did Mr. Miller's visit provide you with a general consultive resource?

His initial visit didn't, but since that time he has informed me of schools which are operating programs in which we are interested.

Assisted in receiving resource material and identifying schools who had programs that we have interest in.

Mr. Miller's current understanding of educational programs throughout the state, plus financial support, and leadership makes his visits very profitable. I don't think Mr. Miller expects to revolutionize programs or people when visiting, just be good solid help.

Video tape and panel from Warrenton and Colton of teachers.

Made me aware of the program and its functions.

Awareness of services available and materials.

I can't remember specific things but do remember discussing plans and improvements.

Speaker for our district-wide inservice.

Information concerning individualized instruction.

Follow-up on Summer Workshop.

Recommendation for curriculum and scheduling changes.

Mr. and Mrs. Miller are the only representation of the State Dept. who have visited this year for any reason. We have not asked the others to call so it would not follow that they wouldn't come.

This was our most comprehensive service from a total district view that we have received.

6. Additional Comments:

I feel that it is absolutely necessary that Don continue to get out in the field and see first hand how small schools are running today.

This questionnaire has come so late in the year I honestly can't give an accurate accounting of Don Miller's visitation. When he visited last fall I felt he operated in the building at a highly professional level. When we discussed needs of the building he was very helpful to supply contacts, etc. We also discussed summer OSSP workshop needs for our building. Our whole staff plans to attend this summer's workshop on individualizing instruction.

The visit to our school was helpful. We enjoy having Mr. Miller visit and pass on information from his contacts around the state.

I do not recall a visit to our school.

The evaluation would be more meaningful if it followed the time of visitation more closely. Mr. Miller was very solicitous and willing to be of assistance.

Send this questionnaire immediately after the visitation.

I have been trying to reach Mr. Miller for the past two weeks. He has always been out of the office. Whoever answers the phone knows very little as to what is going on.

The success of this program requires communication between project coordinators and schools.

We could use Mr. Miller's help and advice more often. I know that he has many schools to cover and feels that his time in visitations should be increased.

Need for more printed material, that which would be mailed other than the bulletin.

I feel that this program should definitely be continued.

I believe in and will continue to use the services of the Small Schools Program.

I like to see Don get into the schools. I think he can get an insight into existing situations that he could not otherwise understand. Sometimes he sees things that school principals miss.

The small school has many problems. Counseling or convincing the small town boy or girl he should seek more education or set higher goals. A program to encourage educational excellence would help.

As noted on the enclosed questionnaires Mr. Miller visited our school system to talk to staff members about the summer institute - other items were incidental to the visit. Our district has been associated with the small schools program for a number of years. The newsletter and information mailed to the district has been of general assistance in keeping us informed of the progress of the program in general. The other questionnaires were individuals in the district that were contacted on his visit.

He was here for lunch and didn't go into areas described in items 1-4 with us here. More time was spent at Lincoln and they could give a better reaction.

I can contact Don Miller when I have a problem. Thirty days to travel is (perhaps) a waste.

Since I have attended the last three Small Schools summer programs and have had numerous discussions with Mr. Miller, we tended to just visit. I have quite a file of materials obtained from Mr. Miller in the past. We discussed the paper I wrote for the program last year.

Mr. Miller's visit seemed to be a contact with us and a general explanation of the OSSP program. I found it helpful as the visit clarified the program.

The visitation made Don aware of our programs and needs and he then gave us immediate suggestions, alternatives, and resource contacts.

Mr. Miller is interested and helpful. I appreciate his leadership with OSSP.

TABLE 10

COMMENTS TO QUESTIONS
ADMINISTRATORS EAST OF THE CASCADES

1. To what extent did the visitation by Mr. Miller disseminate new ideas or materials?

Provided materials on mini-courses.

Materials on individualized instruction.

Explained OSSP program and Title III Incentive Grants.

Helped to reinforce my application for welding and sewing.

Resulted in summer math project.
Individualized instruction.
Discussion of followup of previous summer workshop at Willamette.
Solicited ideas for S.S. regional.

2. To what extent did the visitation by Mr. Miller assist you in the identification of the unique needs of your school that might be met by the Oregon Small Schools Program?

Through Mr. Miller, we set up several visitations with schools our size to evaluate curriculum and facilities.

Teacher visitations.

Individualized instruction encouragement.

3. To what extent did the visitation by Mr. Miller help to clarify Oregon Board of Education goals, policies or procedures?

Helped to know that State Dept. is interested in getting out of a "rut."

Mentioned behavioral objectives.

4. To what extent did Mr. Miller's visit provide you with a general consultive resource?

Retrieval Center.

6. Additional Comments:

I feel the response to the Small Schools In-service, such as conducted this spring are far more beneficial with greater lasting effects. The time Mr. Miller has to spend is too limited to convey his ideas and direction to the staff. I feel a staff must be motivated to come forth, rather than for the administrator to the staff. The in-service program obtains these kinds of goals.

Very necessary.

It was worthwhile having Mr. Miller visit our school.

Third Party Random Sample Interviews

The Educational Coordinates staff conducted an on-site interview of a thirty (30%) percent random sample of the one hundred and eight teachers and administrators who completed the OSSP checklist. The one hundred and eight people who completed the OSSP checklist were the randomly selected participants of the 1971 OSSP Summer Institute interviewed by Mr. Miller.

A total of thirty-three (33) teachers and six (6) administrators in thirty-one (31) schools were interviewed on-site by the Educational Coordinates staff.

The purpose of the on-site visits and interviews was to:

1. Provide an analysis of the factors which facilitate or inhibit the implementation of a planned project.
2. Suggest implications for future consideration of the OSSP.

The project evaluators defined two factors in a school system which would facilitate or inhibit the implementation of a project. One of the factors defined for in-depth questioning was the "human factor." The human factor was defined to include all those perceived interactions the interviewee had within himself and with other people as based on the perceived needs of the interviewee. This included interactions of the interviewee with students, parents, outside agencies as people, community members, board members, administrators, and fellow teachers.

The second factor was identified as the "organizational factor." The organizational factor includes the allocation and distribution of the school's resources, the availability of equipment, the buses, the rooms, the furniture, the supplies, and the students and teachers as

determined by the school schedule.

The identification and definition of the two factors follow closely the research and work of Rensis Likert at the Institute of Social Research, University of Michigan.[1]

The questioning strategies and recording procedures followed the procedures as outlined for field studies by the Interviewer's Manual.[2]

Results of Random Sample Interviews

The results of the on-site random sample interviews revealed that eighty (80%) percent of those interviewed who said they intended to implement a new project as a result of the OSSP Summer Institute did in some degree implement a new project.

The degree of implementation was virtually impossible to fix due to several factors.

When the teachers were asked, "have you, or are you now, or do you plan to implement the project you planned at the OSSP Summer Institute?" their responses were:

1. Thirty (30%) percent said they had already implemented their project.
2. Fifty (50%) percent said they had or were going to integrate the planned project into the existing curriculum.
3. Twenty (20%) percent said they were not going to implement their

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[1]Likert, Rensis, The Human Organization, McGraw Hill Book Company, New York, 1964.

[2]Interviewer's Manual, Survey Research Center, Institute of Social Research, University of Michigan, Ann Arbor, Michigan, May, 1969.

planned project.

When teachers were asked, "do you have an evaluation of your project?" their answers were:

1. Ninety (90%) percent, yes.
2. Ten (10%) percent, no.

Extensive probing, however, on the part of the interviewers found very few teachers with evaluative evidence other than subjective judgment.

The project evaluators found that ninety (90%) percent of the interviewees indicated the summer institute did not stimulate a new idea or program but it afforded them an opportunity for planning and an opportunity to consult with resource persons. Further questioning revealed the interviewees came to the OSSP Summer Institute with a project in mind and the institute provided the stimulation for its implementation.

Questioning which led to the exploration of the human factors which inhibited or facilitated the implementation of projects revealed that:

1. The OSSP and Mr. and Mrs. Miller were mentioned twenty-three (23) times or by 58% of the interviewees as being supportive and a place where they could go to get assistance. Examples of assistance were listed as:
   a. Five (5) teachers listed immediate response to telephone requests.
   b. Five (5) administrators listed immediate response to telephone requests.
   c. Six (6) teachers and three (3) administrators mentioned the immediate response to correspondence.
   d. Ten (10) teachers mentioned materials received from the OSSP.

e. Nineteen (19) teachers mentioned the OSSP visitation program.

f. Fifteen (15) teachers mentioned the OSSP regional programs.

g. Fourteen (14) teachers mentioned the OSSP Summer Institute.

2. Six (6) or 100% of the administrators interviewed mentioned the prompt response to inquiries for assistance provided by the OSSP.

3. Twenty-five (25) or 78% of the teachers perceived their administrators as being supportive:

   a. Nine (9) incidences of verbal support were mentioned.

   b. Ten (10) times the administrator was mentioned as someone you could "talk to."

   c. Ten (10) times the administrator was credited with helping "think" through the project.

   d. Eleven (11) times he was listed as having provided some resource.

4. Staff cooperation was listed by ten (10) or 33% of the teachers as a facilitating force. Types of cooperation were identified as:

   a. Five (5) incidences of someone to "talk to."

   b. Three (3) times another member told me I was doing a good job.

   c. Four (4) incidences of offering help.

5. Support of the community and school board was mentioned as a facilitating factor by ten (10) or 33% of the teachers.

The two most often mentioned inhibiting human factors were the teachers self-confessed questioning of her own skills and the lack of support of the school administrator. Twenty-five (25) or 78% of the

teachers interviewed mentioned they were concerned about their own ability and twenty-five (25) times they commented about the lack of administrative support.

Other human factors inhibiting new programs were listed as:

1. Fifteen (15) teachers mentioned needing help in working with groups of students.
2. Fifteen (15) teachers mentioned needing help recruiting, training, and working with volunteer teacher aides.
3. Seven (7) teachers said they were reluctant to ask for help from others.
4. Five (5) teachers mentioned their administrator did not understand what individualizing instruction meant.
5. Ten (10) teachers mentioned the administrator was an inhibiting force or discouraging force.
6. Five (5) teachers mentioned the administrator doesn't care what I do.
7. Five (5) teachers said their administrator isn't someone they could go talk to.
8. Three (3) teachers said the administrator always assumes his ideas are the best.
9. Five (5) teachers expressed a need to improve evaluation skills.
10. Ten (10) teachers mentioned the impact on personal time to execute a new project.

Organizational factors mentioned by twenty-two (22) or 70% of the teachers as being supportive of new programs were listed as:

1. Five (5) teachers received additional planning time.

2. Four (4) teachers mentioned they were given time to help other teachers.
3. Four (4) teachers mentioned the flexibility of the schedule.
4. Six (6) teachers mentioned they were paid to go to the OSSP Summer Institute.
5. Eight (8) teachers mentioned they had all the supplies and materials they needed.
6. Six (6) teachers said they were able to give students credit for new projects.

Organizational factors expressed by fifteen (15) or 46% of the teachers as inhibiting new programs were listed as:

1. Three (3) teachers said there was a lack of material.
2. Ten (10) teachers mentioned the school class schedule.
3. Six (6) teachers listed transportation as a factor.
4. Five (5) listed state regulations.

Comments:

It is especially interesting to note the very few limiting organizational factors expressed by the interviewees. Most often the respondents indicated they had enough supplies or equipment or they were resigned to the fact they weren't going to get more. A general impression was a very positive attitude to attempt to make what they had work. They wanted to know how to individualize instruction with the resources their district could afford.

The most often mentioned organizational factor limiting the

implementation of a new project was the rigidity of the class schedule. It is also important to note that four teachers mentioned the class schedule as a facilitating force. All four teachers were from different schools.

The most powerful and telling story is the fact that teachers readily admitted they were concerned about their own skills. They appeared to be positive and wanted to grow and try new things, but their perception of the support or lack of support of the school administrator was the most potent force in establishing their direction.

Sixty-five (65) times the teachers mentioned the support or lack of support of the administrator as the primary force facilitating or inhibiting their new project. School boards, community, and other staff members followed the administrator as a factor inhibiting or fostering the growth of a new project.

It appears, then, that one of the most important tasks for the school administrator is to create an environment where teachers feel safe to learn and grow by trying new techniques or projects.

Abraham Maslow speaks to the conditions which foster growth and change in Chapter Four, page forty-four of his book, Towards a Psychology of Being.[1] In this section he notes:

> "Every human being has both sets of forces within him. One set clings to safety and defensiveness out of fear, tending to regress backward, hanging on to the past, afraid to grow....., afraid to take chances, afraid to jeopardize what he already has, afraid of independence, freedom and separateness. The

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[1] Maslow, Abraham H. Toward a Psychology of Being, D. Van Nostrand Company, Inc., Princeton, New Jersey, 1962

other set of forces impels him forward toward wholeness of Self and uniqueness of Self, toward full functioning of all his capacities, toward confidence in the face of the external world at the same time that he can accept his deepest, real, unconscious Self.

I can put all this together in a schema, which though very simple, is also very powerful, both heuristically and theoretically. This basic dilema or conflict between the defensive forces and the growth trends I conceive to be existential, imbedded in the deepest nature of the human being, now and forever into the future. If it is diagrammed like this:

Safety <---------- PERSON ----------> Growth

then we can very easily classify the various mechanisms of growth in an uncomplicated way as:

a. Enhancing the growthward vectors, e.g., making it more attractive and delight producing,
b. Minimizing the fears of growth,
c. Minimizing the safetyward vectors, i.e., making it less attractive,
d. Maximizing the fears of safety, defensiveness, pathology and regression.

We can then add to our basic schema these four sets of valences:

Enhance the dangers — Enhance the attractions
Safety <----- PERSON -----> Growth
Minimize the attractions — Minimize the dangers"

Maslow then goes on to say in effect that growth forward takes place in little steps and each step forward is made possible by the feeling of being safe and supported.

The overall climate for growth in the OSSP schools appears to be very positive. The problem now becomes one of improvement and maintenance. How will the OSSP school administrators take advantage of the climate which has been created over the past several years?

The problem is similar to a story in John Holt's new book, Freedom and Beyond (E. P. Dutton, 1972) in which he tells about a happy set of circumstances and some personal inspiration where great things happen in a school. But Holt says, "they seldom last. The fire goes out." Holt

goes on to suggest part of the problem may be due to poorly defined institutional directions and purpose.

One note of concern discussed by the E.C. staff about the OSSP Summer Institute projects to be implemented in the local school districts was the feeling that many of the projects were constructed without relation to or knowledge of overall organizational goals.

Blake and Mouton[1] in their book The Managerial Grid suggest an effective organization must have visible goals. They further suggest on page 150 that true goal orientation is the significant factor in accomplishing organizational purpose.

Research by Mayo[2], Whitehead[3], Wilensky[4], Bass[5] and others indicates that when people are oriented towards achieving concrete, specific goals their behavior will become more meaningful and purposeful.

It is suggested then that each individual OSSP member school should attempt to establish goals if they do not exist or clarify existing organizational goals as they relate to the OSSP plan of "Steps Toward Greater Individualizing."

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[1]Blake, Robert R. and Mouton, Jane Srygley. The Managerial Grid, Gulf Publishing Company, Houston, Texas, 1964.

[2]Mayo, E. The Human Problems of an Industrial Civilization, New York: Macmillan, 1933.

[3]Whitehead, T. N. The Industrial Worker, Cambridge: Harvard University, 1933.

[4]Wilensky, H. L. Human Relations in the Workplace: An Appraisal of Some Recent Research. Research in Industrial Human Relations, New York: Harper, 1957.

[5]Bass, B. M. Leadership, Psychology and Organizational Behavior, New York: Harper, 1960.

Goals should be examined for their clarity so that all members of the school are clear as to what the goals are, and having accepted the challenge, they are likely to support the goals.

Each goal should be examined for its realism. A goal that is too small will not be a challenge whereas a goal that is too large and impossible to achieve will cause people to give up.

A school should have short term goals and long term goals. Short term goals should be achievable in one school year in order to demonstrate progress to the community and to the teachers. Long term goals should take longer than a year to achieve but not more than five years.

Perhaps the most important characteristic to be examined for in a goal is Zeignarnik effect.

> "The Zeigarnik effect is a statement that once an individual has accepted the idea of achieving a goal, then internal tensions arise towards successful completion. Under these circumstances, barriers that can block an individual from achieving the goals to which he has committed himself, run counter to the forces set in motion for goal achievement. Rather than sitting back, and with resignation, saying, "I got blocked," the individual then increases his efforts to remove barriers to the goal. It is these tensions which constitute part of the motivating force toward goal attainment."[1]

It is the general opinion of the Educational Coordinates staff that many teachers who perceived the administrators as an inhibiting force were really saying that they, the teachers, were not committed to the goal or to the new project. It appears this was due in part to questionable relationships between the goals and objectives of the new project developed at the summer institute and the overall organizational goals of the school.

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[1] Blake and Mouton, op. cit., 1964, page 152

In summary, the Educational Coordinates staff would suggest the following recommendations for consideration:

1. Each OSSP member school re-examine its goals as these goals relate to the unique needs of their community.
2. Each OSSP member school continue to develop its plan for "Steps Toward Greater Individualizing" as it relates to the unique needs of its community.
3. Each teacher in each OSSP member school develop in writing a plan he expects to complete by the end of the school year as his part in the "Steps Toward Greater Individualizing."
4. The OSSP Steering Committee and the OSSP staff should allocate the major portion of their resources to the OSSP schools who have stated in writing their plan, its objectives, and its evaluation for moving their organization toward goals of the "Steps Toward Greater Individualizing."

An article in the March 1969, Public Administration Review suggests that "the key to greater goal attainment and less displacement is at the top of the hierarchy, the point of sanctions and resource allocation, not at the operating level."

The ultimate success of the OSSP will be measured by the effect it has on students through its "Steps Toward Greater Individualizing." All of the resources of the OSSP should be allocated to that goal.

Plan for 1972-73 Individualizing Program

As the objectives indicate, the OSSP plans to devote the majority of its resources to assisting schools plan, develop, and implement individualization on a school-wide basis. It is not assumed (as the objectives may indicate) that all schools will participate and make a commitment to the program. It is not the intent of the OSSP to withdraw services to schools who choose not to participate. The broader objectives of the program will still be pursued, but less resources will be available than has been the case in the past (See Table 11).

TABLE 11

OSSP OBJECTIVES FOR 1972-73

OBJECTIVES	ACTIVITIES	EVALUATION ACTIVITIES
1. By June 1972, 90% of the member schools will assess themselves in respect to the individualizing instruction model guidelines.	1. Select a committee from the membership which will develop the model guidelines. 2. Hold a meeting for member school administrators to explain the 1972-73 program and establish their commitment. 3. Develop the assessment instrument. 4. Conduct a series of 12 regional meetings at which school staffs will complete the assessment instrument and establish immediate priorities.	1. Document the extent to which member schools have completed the assessment instrument.
2. By June 1972, 70% of the participating schools will have established immediate priorities for greater individualization.	1. See #4 for Objective #1.	1. Collect and document the priorities developed by the participating schools.

OBJECTIVES	ACTIVITIES	EVALUATION ACTIVITIES
3. By January 1, 1973, 70% of the participating schools will have developed long-range priorities for greater individualization.	1. Conduct a summer conference to assist schools develop priorities and implementation strategies. 2. Conduct a series of area meetings for planning teams and individual school visits to assist in development of long-range priorities.	1. Collect and document written evidence of the long-range priorities developed by participating schools.
4. By September 1972, 50% of the participating schools will have implemented their individualizing programs in respect to their immediate priorities.	1. See #1 for Objective #3. 2. The specific activities will be defined based on needs identified by schools. The resources of the OSSP will be allocated according to the following design: a. A series of state and/or regional training sessions to meet common needs. b. Allocation of human and financial resources to schools with specific (unique) needs.	1. The third party evaluator will be asked to design an evaluation which will: a. Assess the degree to which participating schools have implemented their programs. b. Identify facilitating and inhibiting forces which have affected the implementation. These factors will give feedback for future OSSP activities.

OBJECTIVES	ACTIVITIES	EVALUATION ACTIVITIES
5. By June 1973, 50 % of the participating schools will have initiated implementation of their long-range priorities.	1. A summer conference will be held to assist schools plan for the implementation of their long-range priorities.	1. Collect and document the extent to which participating schools are initiating implementation.
6. Schools will participate in a yearly evaluation of on-going programs and re-assessment of priorities.	1. Provide evaluation models and basic training in evaluation techniques through written material and/or presentations by consultants at state and regional conferences.	1. The third party evaluator will collect evidence that such evaluation and subsequent re-assessment of priorities have been accomplished.

OREGON SMALL SCHOOLS PROGRAM
Oregon Board of Education
942 Lancaster Drive, NE
Salem, Oregon 97310

78-71

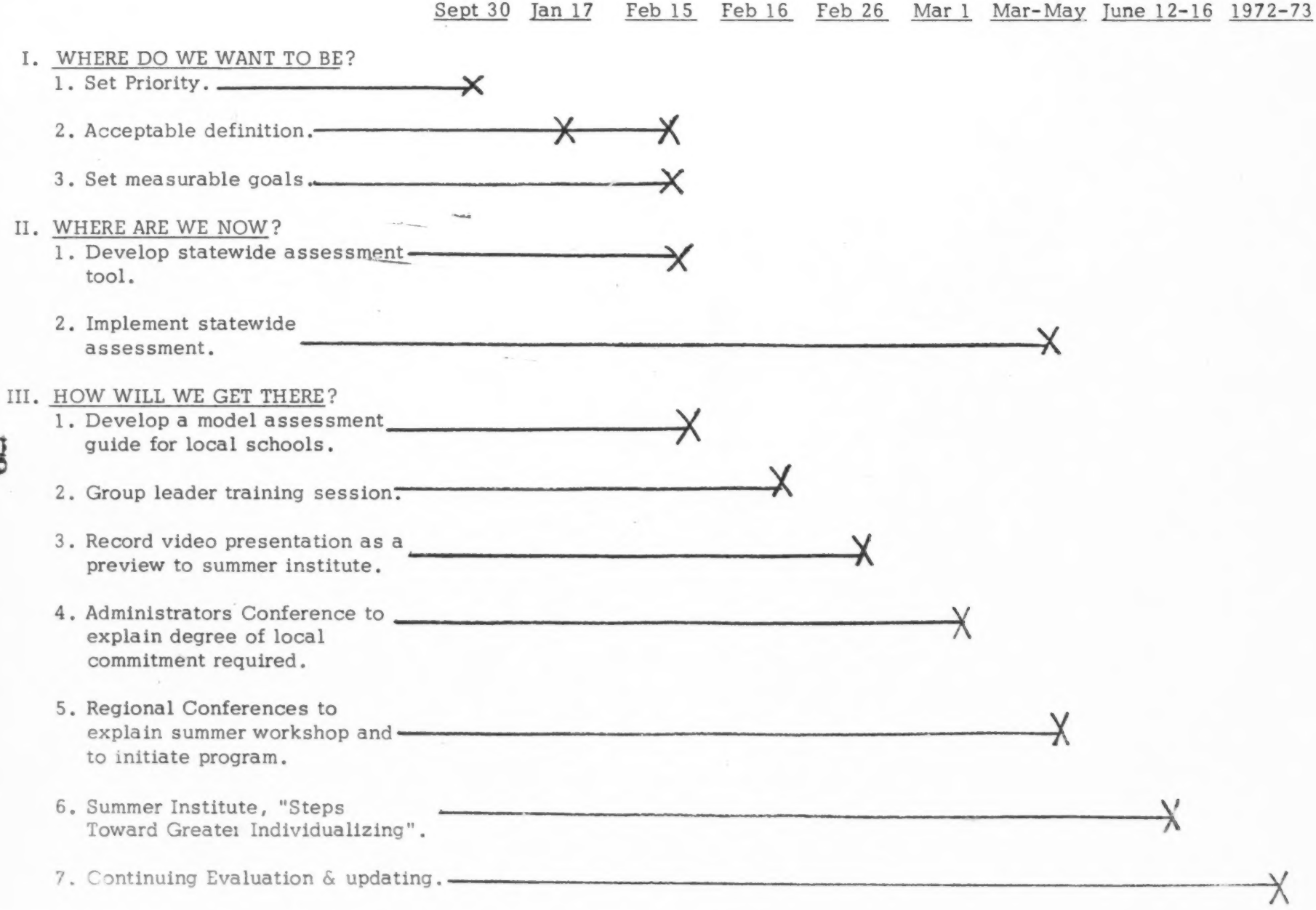
STEPS TOWARD GREATER INDIVIDUALIZING

Major Elements in Establishing
Local and Statewide Direction
for Oregon Small Schools

February 15, 1972

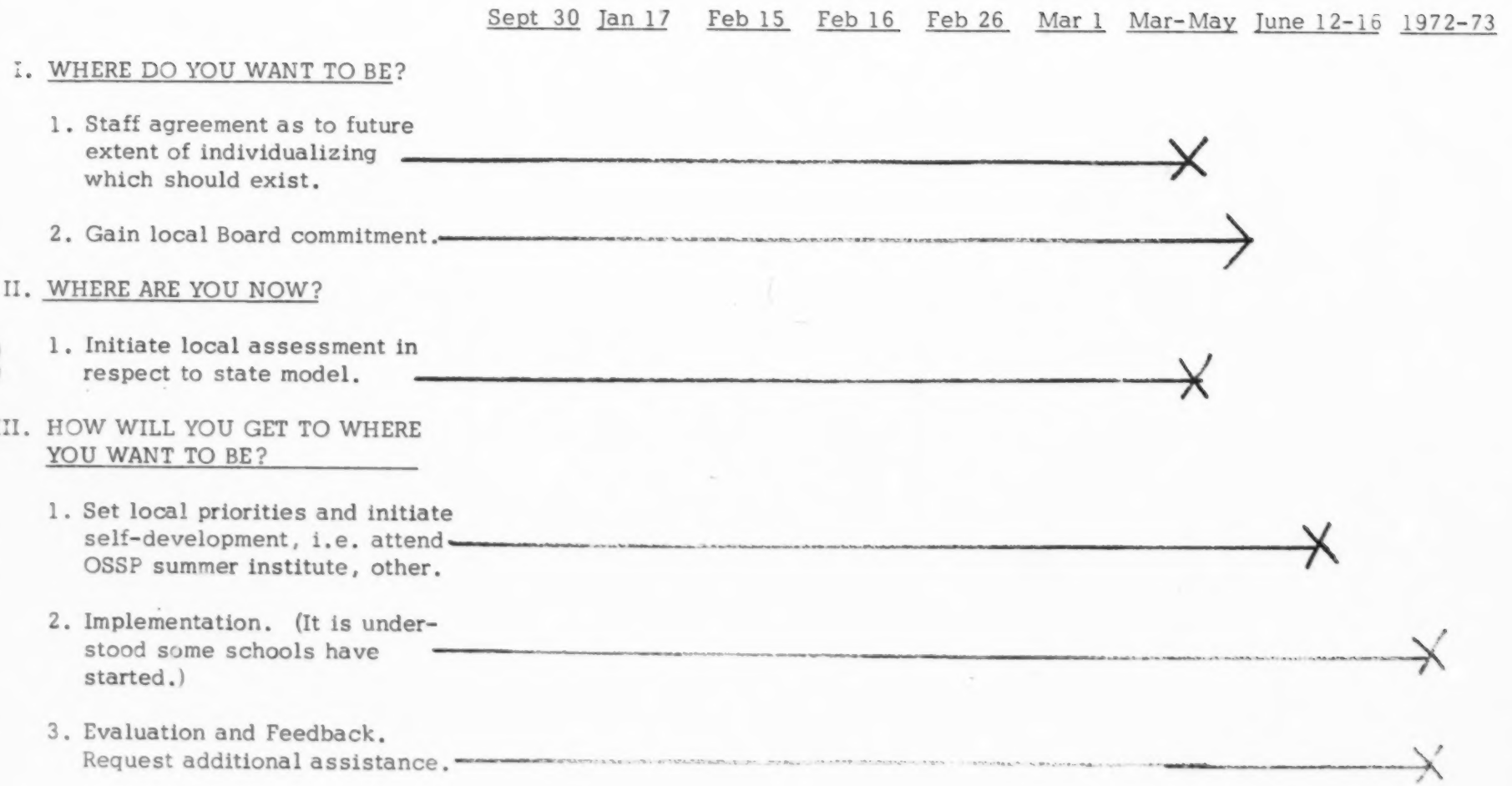
STEPS TOWARD GREATER INDIVIDUALIZING

Major Elements in Establishing
Statewide Direction for Oregon Small Schools


Sept 30
Jan 17
Feb 15
Feb 16
Feb 26
Mar 1
Mar-May
June 12-16
1972-73
I. WHERE DO WE WANT TO BE?
1. Set Priority.
2. Acceptable definition.
3. Set measurable goals.
II. WHERE ARE WE NOW?
1. Develop statewide assessment tool.
2. Implement statewide assessment.
III. HOW WILL WE GET THERE?
1. Develop a model assessment guide for local schools.
2. Group leader training session.
3. Record video presentation as a preview to summer institute.
4. Administrators Conference to explain degree of local commitment required.
5. Regional Conferences to explain summer workshop and to initiate program.
6. Summer Institute, "Steps Toward Greater Individualizing".
7. Continuing Evaluation & updating.

STEPS TOWARD GREATER INDIVIDUALIZING

Major Elements in Establishing
Local Direction for Oregon Small Schools


Sept 30
Jan 17
Feb 15
Feb 16
Feb 26
Mar 1
Mar-May
June 12-16
1972-73
I. WHERE DO YOU WANT TO BE?
1. Staff agreement as to future extent of individualizing which should exist.
2. Gain local Board commitment.
II. WHERE ARE YOU NOW?
1. Initiate local assessment in respect to state model.
III. HOW WILL YOU GET TO WHERE YOU WANT TO BE?
1. Set local priorities and initiate self-development, i.e. attend OSSP summer institute, other.
2. Implementation. (It is understood some schools have started.)
3. Evaluation and Feedback. Request additional assistance.

TEACHER INCENTIVE GRANT PROGRAM EVALUATION

INTRODUCTION

Educational Coordinates Northwest is submitting this report as a summary of its third party evaluation of the Teacher Incentive Grant Program (TIG).

The TIG was funded as a part of the Oregon Small Schools Program through Title III, ESEA in the amount of $25,000. The program made grants available (up to $1,000.) to classroom teachers so as to encourage instructional personnel to develop or implement alternative techniques or procedures of instruction, to stimulate the development of courses or parts of courses and to improve instructional effectiveness or efficiency in the elementary and secondary schools in Oregon.

A preliminary set of guidelines for the program, deadline dates, and application forms were developed by OSSP Executive Committee. All materials were distributed to a random sample of interested persons, including personnel from the staff of the Oregon Board of Education for review.

The program was announced to teachers in Oregon elementary and secondary schools in the fall of 1971. In addition to normal channels of dissemination a poster was sent to all schools (See Appendix AA).

Interested teachers were asked to request application forms (See Appendix BB). The first submission deadline was set for November 1, 1971. Two hundred twenty-eight applications were received and 25 projects were selected by the TIG Advisory Committee. Grant awards were made on December 6, 1971. The total funding level of the 25 projects was $20,484.

EVALUATION PROCEDURE

The purpose of the TIG Program as stated by its developers was threefold:

1. To encourage the development or implementation of instructional alternatives.
2. To stimulate the development of courses of study.
3. To improve the effectiveness and efficiency of classroom instruction.

In addition to gathering information which would make it possible to assess the effectiveness of the program in meeting these three goals, the evaluators were asked to gather additional information which would assist the Advisory Committee in its planning for a proposed subsequent year of funding.

The evaluation design which was proposed to the Advisory Committee included gathering appropriate information from three sources:

1. A sampling of teachers who did not apply for funding.
2. Teachers who did apply but were not funded.
3. Teachers and administrators who did receive funding.

The following chart summarizes the general evaluation design.

EVALUATION CATEGORY	RESPONDENT	QUESTION/EVIDENCE	DATA ANALYSIS
Encourage and stimulate development or implementation of educational alternatives.	Sample of Non-applicants	1. Would applicant apply for future funding:	Project sample to total population
	Non-funded applicants	1. TIG caused teacher to plan: a. Practice not already considered b. Practice previously considered c. More thoroughly plan practice already done to some degree	Tabulate frequency and percent of total
		2. To what degree was practice implemented even though not funded? a. Not at all b. To some degree c. Substantially as submitted	Tabulate frequency and percent of total
		3. Will teacher resubmit or develop new proposal?	Tabulate frequency
	Funded applicants and school principal	1. Will project be continued?	Tabulate number
		2. To what extent did having a TIG project in your school cause: a. Other teachers to plan and implement classroom innovations? b. Have other teachers adopted (or plan to) this project?	Tabulate number of teachers

EVALUATION CATEGORY	RESPONDENT	QUESTION/EVIDENCE	DATA ANALYSIS
Program Success (Improvement of instructional effectiveness or efficiency)	Funded applicants and school principal On-site evaluator	1. Applicants perception of success	Establish mean, 5 point scale
		2. Evaluator checklist of indicators of success	Establish mean of evaluators ratings
Local project management and evaluation	On-site evaluator	1. Evidence that project funds expended as budgeted	Evaluator rating
		2. Evaluator checklist of indicators of an effective project evaluation plan	Evaluator rating
Feedback for Advisory Committee planning			
1. Why teachers did not apply	Non-applicants	1. Checklist of possible reasons for not applying	Tabulate frequency and percent
2. Reasons why teachers not planning to resubmit	Non-funded applicants	1. Checklist of reasons for not reapplying	Tabulate frequency and percent
3. Open-ended comments	All categories of respondents	1. Suggestions to Advisory Committee solicited	Categorize and list as stated

SURVEY OF NON-APPLICANTS

A random sample (approximately 1%) of the 25,000 teachers in Oregon was taken. The sample was developed from an alphabetized list of schools and a list of teacher names in each school. Every fourth school was selected. A table of random permutations was used to select one teacher from each school. An 80% return of the 312 mailing would give results at the 90% level with .05 permissable error. The nature of the questions and their use did not require a highly valid sample. The actual 74.4% return is considered adequate to give the TIG Advisory Committee the level of information needed. The following three questions were asked:

1. Did the teachers know that the program was available?
2. Why didn't they apply?
3. Would they apply assuming subsequent funding?

An original mailing of the survey form was sent during the month of January. A follow-up mailing was sent three weeks later to those who had not responded to the first mailing.

TABLE 12

SURVEY OF NON-APPLICANTS
(R.S. of 25,000 teachers)
N=231

Question: Did you know about the Teacher Incentive Grant Program?

	Number	% of Total
Yes	93	40.5
No	138	59.5

Question: I knew about the TIC Program but did not apply for the following reason(s):

	Number	% of 130 responses
A. I didn't have a project in mind.	54	41.4
B. The deadline for applying didn't allow enough time to prepare application.	11	8.5
C. The application format and procedure was too involved.	10	7.7
D. The amount of money was not sufficient for what I had in mind.	5	3.8
E. The "odds" of not being funded were too great to warrant spending time to prepare application.	24	18.5
F. Other (specify): See following page for listing.	26	20.0

Question: If the program is available for the 1972-73 school year and application can be made in the Spring:

A. I would definitely apply.	24	10.4
B. I would probably apply.	42	18.2
C. I am undecided	77	33.3
D. I would probably not apply	59	-
E. I would definitely not apply	23	-
F. No responses	6	-

OTHER REASONS FOR NOT APPLYING

1. Near retirement.
2. Didn't have time.
3. Joy of teaching lost when monetary value assigned.
4. Not interested at that time.
5. Did not know money available for implementing a program. Thought it was available for development only.
6. My projects are such that I need no special funding.
7. My time is delegated between administration and household chores.
8. Did not have time because of other commitments.
9. Didn't think I could have such good fortune as to be chosen.
10. Encouraged other individual teachers to do so.
11. Just didn't quite get around to it.
12. Too busy (lazy).
13. Just didn't sit down and get it done.
14. Didn't know enough about it.
15. I was moving and did not, at that time, have a contract for 1971-72.
16. I had already started my project which disqualified it.
17. Not sure if the film (slides) I've taken of children's activities learning by doing could be reproduced in booklet form - an inexpensive aid to teachers.
18. I didn't hear about the program through the school but inadvertently from an "EC" newsletter my husband received at his news office. The newsletter announced the grants that had been awarded.
19. My district was either uninformed, or had decided not to push this program. Also, as indicated in E, if you spend the necessary time developing a program, then fail to receive funds, you have expended a good deal of energy that could have been used to improve your present classroom.
20. Did enter - must not have been received.

21. I put it off and for my project next year would probably be better.

22. Didn't feel released time to prepare strictly supplementary materials would go.

23. No time.

24. I suggested a project and the principal took it over.

25. I didn't want to.

26. Two three hour courses in progress, plus a long range committee assignment.

SUMMARY OF SURVEY OF NON-APPLICANTS

Approximately 60% of those not applying stated that they had not heard about the TIG program. The two most significant reasons for not applying, indicated by those who did know about the program, were: (1) They didn't have a project in mind (41.5%) and (2) The "odds" of not being funded were perceived as too great to spend time preparing the application (18.5%). The least significant factor was the size of the grant. Only 8% of the respondents indicated that the maximum of $1,000. was insufficient.

A projection of the responses to the questions relating to whether or not they would plan to submit applications if the TIG program were continued, indicates a significant intent to apply. The random sample of 312 people (with an 80% return) was intended to produce a sampling at a 90% confidence level with a .05 permissable error. The actual return of 231 was 37 responses short of the needed 268 responses. Projections based on the returns, then, must be viewed with these limitations in mind. Projecting the sample to the total population of teachers (25,000) would suggest that 2,500 would definitely apply. Assuming no significant change in application procedures, it would seem safe to predict a substantial increase in applications for the proposed 1972-73 TIG program.

SURVEY OF APPLICANTS NOT FUNDED

Procedure

A survey (See Appendix DD) was mailed to the 201 applicants who were not funded. A follow-up mailing was sent approximately three weeks later to those who had not yet replied. A total of 173 returns (86%) were received.

In addition to gathering data as to how they learned about the TIG Program and their plans for resubmitting their original proposals (should the program be continued), this survey was aimed at getting information as to the extent the TIG Program caused teachers to plan and implement classroom innovations.

The series of questions which dealt directly with this point asked the teachers to what extent did they implement their plans even though they did not receive funding. The rationale was that the TIG Program would be meeting its goal of motivating teachers to plan and implement classroom innovations if in fact teachers found ways to implement the plans they had developed. The assumption was that the possibility of receiving funds would motivate teachers to plan and having developed plans, they would proceed with implementation by finding other sources of needed funds or would implement in ways which did not require funding. If this happened to any significant degree, the claim could be made that the TIG Program was meeting its goal of encouraging teachers to plan and implement alternative instructional practices.

TABLE 13

APPLICANTS NOT FUNDED
N=173

Question	Number	%
1. How did you originally learn about the TIG Program?		
A. Saw the informational flyer	83	41.1
B. Another teacher told me about it	13	6.4
C. Someone in district encouraged applications	90	44.6
D. Other (Edugram, OEA Newspaper, etc.)	16	7.9
2. The possibility of receiving TIG funds:		
A. Motivated me to plan a practice I had not already considered.	15	8.6
B. Motivated me to plan a practice I had been thinking about but hadn't implemented	104	60.0
C. Caused me to receive and plan the implementation of a practice which I had already implemented to some degree	52	30.0
D. Other and Comments: (See Table 14)	5	2.9
3. Having planned the implementation of the practice due to completing the application:		
A. I have not implemented the practice	88	50.8
B. I have implemented substantially as submitted	27	15.5
(1) The district supplied new and additional funds	4	15.0
(2) Budgeted funds were reallocated	6	22.0
(3) Other non-district funds were available	9	33.0
(4) No additional or reallocated funds were needed	9	33.0

Question	Number	%
C. I have implemented the practice to some degree.	58	33.4
(1) New and additional funds were available	3	5.2
(2) Budgeted funds were reallocated	3	5.2
(3) Other non-district funds were available	3	5.2
(4) No additional funds needed	38	65.6
(5) Other: (See Table 15)	15	26.0
4. If TIG available next year:		
A. I will resubmit	39	
B. I will probably resubmit	38	
C. Undecided	31	
D. I will probably not resubmit	38	
E. I will submit a new proposal	25	
5. Reasons for not resubmitting:		
A. I have already implemented	8	
B. Changed my mind about implementing	1	
C. "Odds" of being funded too great	26	
D. Other: (See Table 16)	15	

TABLE 14

COMMENTS AND "OTHER" CATEGORY FROM SURVEY
OF APPLICANTS NOT FUNDED

Question 2: The Possibility of Receiving Teacher Incentive Grant Funds:

1. Since I did not receive information until near the deadline, I had time only to write one proposal which I felt was most needed. I encountered extreme difficulty in getting the necessary administrative signature.

2. I had made one educational film and slides, entirely on my own, and participated in making slides and one film in an institute at St. Cloud, Minn.

3. It couldn't be implemented effectively without a small grant at least to get it started.

4. The possibility of receiving such a grant was not motivational. I saw it as a means to provide money for something I will do on my own anyway. It would have been nice to have the support.

5. Gave me hope to improve a program I had already planned.

6. None of above; my program was already outlined and underway.

7. Would have allowed us to improve upon a plan just underway.

8. I will attempt to have my program even though it was not funded. I will raise the money someway.

9. The project I submitted will take too much money and time to do without funds provided me. This is the only reason I had not gone ahead with it previously.

10. I wanted to do a more thorough job of assisting our reading program in this building.

11. Had previously considered, but provided first serious chance for consideration.

12. I wanted to involve more teachers in my plan -- inform them of my idea "educate" them so to speak.

13. I had not planned use of the communication system with normal students -- only with blind-deaf. Since the system is a non-visual, non-aural non-audio, my students are suitable "blind-deaf" substitutes and could benefit the project and themselves by use of an alternative system of communication.

14. At 1st grade level, but needed funds to continue in 2nd and 3rd grade.

TABLE 15

Question 3c: I have implemented the practice to some degree. I was able to do so because:

1. Spending own money.
2. Just robbed my current budget to get a start on the most essential items.
3. I have started, and am buying film myself, using my own camera. I will use my film in my own classes and make copies available if anyone wants them at current cost comparable to commercial films.
4. Funds to implement my program on a curtailed basis have been approved by the budget committee for 1972-73 subject to voter approval of the budget.
5. The parents I served paid for the material and I donated a block of my time for free.
6. I just get along without money - it is hard at times.
7. The sequence of mini courses (for foreign language) has not yet bee approved by Assistant Superintendent of District.
8. Gave lower priority to time it would have taken for full implementation.
9. I was able to implement the first small parts. Further implementation demanded unavailable funds.
10. The program has since ceased because I could no longer continue without funds.
11. Equipment (one piece only) loaned to school by local doctor.
12. Some children were so motivated they made arrangements, I let them have the school time.
13. Title I funds provided one hour of teacher aide time.
14. We made local calls.
15. Very limited as very little money available. Plan to further implement next year in limited way.
16. We found and purchased a textbook that did almost the thing I was planning.

17. District installed T.V. cable in room. Could use some manipulative materials left by a retired teacher. Have made use of library resources. Still feel frustrated about how little I have accomplished by my 32 --+ how much there is to do for them. Will rewrite and be more specific.

18. We did what we could. Had to omit some activities because of the lack of funds.

19. Do not know where the funds for computer time, consultant time and other expenses are coming from at this time.

20. I am continuing to make an additional effort to communicate frequently and more in-depth with parents on behavior and learning problems.

21. I have used personal funds for prototypical model building and testing. I have used my own family members to prove the workability of the system.

22. By making some materials but by far not enough --

TABLE 16

Question 5: If you checked D or E in question 4, please respond to the following question: The reason(s) I do not plan to resubmit:

1. I will not be teaching Oregon History next year.
2. Staff changes will make the teachers involved unavailable and the remaining teachers in Grade 4 are unwilling to teach in a cooperative situation.
3. If we could receive more information and sooner we would probably consider reapplying.
4. If in teaching - not in same district.
5. Leaving high school teaching.
6. If I do submit it will be this year's program because due to lack of funds I was not able to implement it. It would probably not be accepted anyway because it meets needs of kids.
7. I felt that the award winning projects were not really representative of what needs to be done - individualized instruction.
8. The teacher who wanted to work this program is retiring this year.
9. Probably will be leaving the state.
10. I doubt very seriously whether my idea would be accepted under this program. However, I think it is a good idea and as soon as I can afford it, I intend on doing it myself since I consider it a valuable teaching aid.
11. The guidelines for funding are not clear and the projects funded are generally repeats of other completed projects. The money granted probably will have no large effect on education in Oregon but will only effect individual classrooms. When a person is innovative to begin with it is difficult to write programs that have not been tried.
12. I will have made plans to implement the program before the grants become available.
13. Because I did not receive funds, I have requested a change in teaching assignments.
14. It was unbelievable, all most all of the grants were from the Salem area.

15. The need for a program still exists and must be met. We will reconsider our proposal, study others that were implemented and resubmit a new proposal.

16. Not teaching next year.

17. I still plan to try my project this spring and hope to submit a new project next year.

18. Also: the only schools that were funded were 3A districts which already have higher tax bases and more funds available than the 1A districts.

19. Because the application is short and guarantees no safety to patentable ideas of inventors. The value of some chosen grant proposals in some instances is peripheral and recondite.

20. We can implement our project using existing materials, and the IED, IMC.

21. We would do it ourselves to save complications.

SUMMARY OF RESPONSES BY APPLICANTS NOT FUNDED
(See Table 13 for compilation of results)

As stated, previously, a major goal of the TIG Program was to motivate teachers to plan and implement instructional programs which, in their judgment, would improve instructional outcomes.

Ninety percent of the respondents from the non-funded applicant category indicated that the possibility of receiving TIG funds caused them to plan an instructional change which they already had been thinking about or had already implemented to some degree. Approximately 9% indicated that the program motivated them to prepare a change which they had not previously considered. Since the applicants only had about 2 months to prepare a grant application, it is not surprising to find that the projects grew out of previous planning.

Perhaps the most significant finding is that approximately 50% of the respondents did in fact implement their projects to at least some degree even though they did not receive TIG funding. In seven cases the district provided the necessary funding. Previously budgeted funds were reallocated in 9 instances. Twelve respondents indicated that outside sources of funding were made available. Teachers reported that they used their own funds, parents donated funds, loan of equipment by a patron, etc. (See Table 15).

Forty-seven teachers reported that implementation was possible because they found ways to proceed without having additional funds available.

The fact that approximately one-half of the respondents (85 teachers) did in fact implement to some degree their TIG project (27 reported they

implemented substantially as submitted) is evidence that the TIG Program is causing teachers to plan and implement innovative classroom practices.

The program has served as an incentive to teachers to plan such practices and to further implement them even though they did not receive funding. On the other hand, it should be noted that twenty-six (15%) of these 173 teachers do not plan to resubmit their proposals because they perceive the odds of not being funded as too great. About the same percentage (18.5%) of the non-applicants did not apply for the same reason. This does not appear to be a highly significant deterent at this point, but the data suggests that if the number of applicants increases to anywhere the numbers indicated in the survey and the funding level does not increase proportionately, then it might increasingly become a factor. If this should occur, the intended outcomes of the TIG Program could be significantly diluted.

TABLE 17

COMPILATION OF COMMENTS BY APPLICANTS NOT FUNDED

Please make any comments regarding the Teacher Incentive Grant Program which you feel would help the TIG Committee in their planning for future funding periods.

A. CLARIFICATION OF CRITERIA FOR SELECTION:

1. What was the basis for approval or disapproval?

2. I would like to know what would be needed to clarify a revision - what supplemental information would be needed by the committee?

3. Guidelines for types of projects that have been approved would be helpful.

4. The selected programs were so far removed from what I asked - I felt the committee was biased. Be more broadminded. Have a less homogeneous selection group.

5. My dictaphone-transcription plan was not innovative, except insofar as it was to be on independent-study-with-supervision basis. Would such stand a chance, considering student needs and schools inability to purchase expensive equipment needed? Thank you.

6. (1) The criteria for selection should be published with the initial information, e.g., humanities - centered or creativity, etc.
   (2) A section for the teacher's philosophy of education should be included, so that his (her) proposal could be viewed in the light of what he (she) hoped to develop in students, e.g., independence in thinking, or decision-making, etc. Thank you, too!

7. I feel the TIG Committee should state their purpose more clearly and give more specific guidelines to the applicants. I felt that some of the final selections did not follow the general purposes and rules stated in the application form.

8. I did ask in a cover letter, when I submitted the TIG, for some type of a comment(s) on the program from the TIG Committee, where I could have improved or/and made a more thorough outline of the plan submitted.

9. Could copies of the accepted programs be available? Could the criteria of the judging committee be available prior to the writing of the grants?

10. Some help in how to submit application - how to write it would be beneficial - we spent hours on this. We did clarify our own thinking - we would really like to further implement our program - but would want to be sure we were doing the application correctly so as to have every edge.

11. I would have appreciated constructive criticism about my proposal. As things stand, I don't have much of an idea of how to improve the proposal so that it might gain approval next year.

12. How are the final recipients chosen? What is looked for in a project?

13. TIG is a wonderful program and I wish I knew HOW I could better submit mine.

14. Specific details on the projects that will be considered.

15. By the time a teacher completes the directions it is not clear as to what they may receive money for in the funding. Without clearer guidelines for proposal writing it would not be worth the effort to compile another project. Also, I believe a screening committee should be verbal as well as written. The premise that one can determine the value of a project purely by the written word is falacious. I would be happy to elaborate on any of these points if you so desire. The limits placed by the committee leave very little money to be spent on hardware or teacher time. I also, was in contact with the project coordinator and no sound reasons could be given for not funding any of our projects. There seemed to be a reluctance of the OBE personnel to deal directly with questions concerning funding.

16. (1) Specify criteria on which the projects will be judged more completely.

    (2) Define classes of educators eligible - only classroom teachers? Does eligibility extend to librarians, counselors, consultants? What about educators who work indirectly for children such as principals, subject area coordinators?

17. We were during all planning stages unsure of the criteria that would be used to evaluate proposals. Even after looking over descriptions of successful programs, we still do not know what criteria was used in evaluation.

18. As a follow-up perhaps pertinent comments by the selection committee as to what general points they found to influence their choices and/or what was lacking. Help us learn how to state our programs more effectively.

19. I have heard senators speak of the need for programs designed

for children with unique learning problems. Many times they urge that teachers become informed! This is hardly fair. There are teachers who are informed and principals who encourage teachers and are eager to promote the best possible learning situation for all children - but their hands are all tied for lack of funds. I felt our program was not considered because it was a basic, rather than a fringe program - but, of course, we have no idea how the selection was made. It would be helpful to know what guidelines you use in your selection - it would improve our odds another time!

20. TIG could be more specific about the criteria which they are using to select and reject proposals.

21. I would like to know more about the criteria used for selecting those proposals which were funded.

22. Too much time and effort has been placed into program just to have it be wasted. The committee should be more specific in their demands for acceptable units.

23. I would like more information on the basis for which the decision is made as to who will get a grant.

24. Since no criteria of judgment is available, one has no basis for further considerations and evaluations.

25. Gentlemen: I put a great deal of time and effort into writing my proposal and knowing some of the work that was turned in and its quality I was quite disappointed. If I had known your criteria beforehand for acceptance I would not send a statistical report to you.

B. COMMENTS WHICH REFER TO SIZE OF DISTRICT, GEOGRAPHICAL AREA, MONEY.

1. Help to fund more of the projects - 25 was just a drop in the bucket, plus the fact I feel my project and some others were just as important or more so than the first 25.

2. Make more grant money available.

3. Only large districts in our area received funding.

4. After viewing the funded programs I felt cheated and it seemed that I didn't ask for enough money. Apparently the administration costs would be excessive for a $250. grant. I would, I believe, had a better chance if I had asked for $900.+. I would think it worthwhile for some feedback as to why I was not funded--or do I have to make all the mistakes on my own first? Well, it was a good learning experience for me. I am glad for this form.

5. The grants seemed to go to those who would use the money for themselves. I objected to the limit on money for equipment - in my case a Braille typewriter - teachers are often perfectly willing to give their time but cannot afford to furnish materials out of pocket.

6. More funds are needed to encourage teacher interest in applying. Since so much is required in preparing the application, time will not be taken to prepare it if there is little chance of approval. Our program is being implemented because we feel it has real value but only at the expense of funds being used normally for the regular program.

7. It seems to me that the committee concentrated on giving the grants to small, medium, and large schools of all levels around the state rather than concentrating on the educational value of the program.

8. Maybe you should give less money to more people.
   (1) Compared with the program funded, I thought my program had more merit.
   (2) Out of 4 proposals submitted from our building not one was funded.
   (3) The results were in the newspaper before we were ever notified in writing which is a very tactless procedure.

9. Many of the grants seemed to be centered in the Salem area. Have they had some training in how to write the grants?

10. It seemed that the Salem area received a substantial portion of the grants - more than the normal percentage would seem to indicate.

11. There were no proposals approved for Southwestern Oregon. Why? Nearly all were from the Willamette Valley - Eugene and North. Why?

12. I think there should be a limit on the number of grants per district. (Example: 2 per district in large districts.)

13. First, I feel that the Incentive Grants were awarded to a disproportionate number of elementary schools (16 out of the total 25 awards). Seven high schools received grant awards. Though some of their project titleswere ambigious, it seems that no high school with a personal cultural development studies program was recognized. I feel that this is a real oversight.

14. It would be helpful to have a detailed explanation why submitted programs were not funded. The list of funded programs in the newspaper (indicating very few from the Portland area) suggested to me that politics had a great deal to do with it.

15. When making future funding I feel that the TIG Committee should also consider financial needs according to district size. We should have an equivalent chance. It seems very funny to me that Salem district received 5 grants and Lebanon 2 grants and Scio or any schools of our size none.

16. I felt selections were not given a good geographic distribution, too many in or near Salem. I also felt some of the titles granted were not of a practical nature. For example, 4th grade geography from the air, good idea, but how many teachers or districts could implement such a program?

17. There were several districts that received fundings (several) while other districts received none. I feel the district that requests come from should not be looked on as poor or rich districts which may influence your evaluation. I work for a very poor underprivileged area school in Portland and not in one of our fancy well-to-do areas. The students in my school needed the funding to take advantage of the outdoor classroom request as there is no and will be no funding by the district to achieve this potential. Ten of your 25 fundings were very closely related geographically. Perhaps funding so many per area may make my chances better.

18. Plan a better distribution of grants to all areas of the state without holding a majority to one locale.

19. I noted the Salem District was favored over others in having their projects selected for funding. Is it where you are and who you know?

C. NATURE OF PROJECTS FUNDED.

1. I think most of this money is wasted. I have read and heard about many trial programs that have been worthwhile. Many people have wild ideas.

2. Be more careful in awarding grants - make the grants to relevant proposals -- not to programs like "Circus in the Elementary School" and "Geography from the Air" which sound like "play-time with the help of State and Federal Give-away Money."

3. I believe my program had great merit; it is the type of program Parnell wants; its under Pilot authorization by 10 high schools, we are one of them; I was surprised my application was denied. I believe the Teacher Incentive Grant is misapplied from some of the phony title of those granted.

4. The projects granted appear - "far-out" in dreamland. Could these (perhaps they are...) be judged as to needs and usefulness to the individual district?

5. The general trend seems to be in support of meaningless programs not really geared to the needs or motivation of school children. I didn't see a lot of justification for the programs funded and its really discouraging for me to work this program out and struggle, fight, etc. and be defeated with lack of funds.

6. I feel that if a good program is refused even though it is not completely new, in preference of a new weird innovation, the value is questionable.

7. (1) Perhaps an equal distribution of funds between elementary and secondary applications would be fairer.

   (2) Also, a complete listing of all projects should be published so that we may be able to compare the winners with those who are not.

8. I submitted a proposal to develop an assessment and evaluation program to be used with an already established innovative program. My proposal asked for considerable money just to reimburse my time in development and I was told that was the principle reason for not being funded. That is, funding was for those programs which would have immediate effect upon students. I believe it is time that granting agencies realign their criteria in that it is just as important to know where we are as to develop new programs without this knowledge. Let us not continue to pour money into development until we know what we need to develop.

9. We feel that the underprivileged and slow learners are most often

neglected. The plan we submitted was to benefit this group in two ways - to make school more meaningful and to help this group to see some science related industries in which they could work. Both objectives we think worth your consideration in making future grants. (Probably you did this!)

10. I do question the kinds of projects that were granted funding and would like to know more about criteria for acceptance. Another issue that concerns me is the unbalanced heavy representation from Salem as opposed to other areas of the state.

11. Most of the programs funded seemed to be those which were already partially underway. I feel completely new, untried ideas ought to be considered. Also, most money seemed to go to programs which stated that the money is used for materials and equipment. In my opinion the teacher ought to be paid for the idea; he ought to be rewarded for his efforts to implement those ideas.

12. I feel that some of the programs that were accepted did not have the value that would have been derived from my program. It takes a lot of time to write a program and only a few are accepted. I feel that maybe the number of grants should be increased even if the total amount of each grant is lowered.

13. Perhaps another year a more comprehensive explanation of those projects receiving grants would help those of us not receiving them understand why they were granted. From the titles of some of the projects I was concerned of the value and justification for them.

D. MISCELLANEOUS.

1. I feel that the Teacher Incentive Grant Program is a great idea. I am sure that numerous instructional improvements resulted from the incentives offered. It is extremely difficult, I am sure, to sit on a committee and make decisions about which proposals will result in the best learning or instructional programs. But I feel that this is just a fact of life - the program should be funded again if at all possible.

2. Perhaps nothing can be done about this, BUT.... I encountered extreme reluctance to approve the proposal, despite approval by the principal. Half the rationale had to be eliminated because it seemed to imply a criticism of certain programs and/or policies in the district. The plan as conceived was changed in several important respects by the Curriculum Director, extensively to make it more compatible with Board policy. If there is any way to make such grants directly, without the necessity of explaining and justifying the proposal to every level of the administrative bureaucracy beforehand, I am sure that many teachers would be eternally grateful! I do believe, however, that at least the principal of the school should approve proposals prior to submission.

3. I feel that it is a wonderful opportunity for teacher's to create original projects to help children. I am very much in favor of continuation and broadening the program.

4. Applicants not funded should be so informed before the news media is told who did get a grant. It bothered me to hear about the "winners" before receiving any notification of my not being awarded a grant.

5. The funding I needed, and still need, is sorely urgent for statistical reporting, implementation and dissemination. This program is so important I wonder someone hasn't done it before. (Probably because no money was available to get the necessary statistics.)

6. Adequate time-release from teaching must be provided in the planning portion of the grant. If substitute teachers are used, the money granted is used for this aspect instead of for additional materials.

7. I have made 2 really nifty suggestions to Title I also which were not accepted so I am losing faith and enthusiasm.

8. If I don't resubmit the project, it will be for "C". I had spent many hours even days on the planning of the project, and it does seem like the time could have been better spent planning

for something I can be more sure of doing, even if the end result would not be as profitable as this project would have been.

9. The effort of submitting the application took one full Saturday afternoon of 2 people working continuously. Possibly application procedures could be simplified.

10. I had 2 teachers who were stimulated to plan a program and implement it to a degree as a result of the incentive. They did not submit proposals. Therefore I would conclude "Your contest" was successful even though we didn't win. Your survey might have included a question to determine this kind of a "by-product." I, also, appreciated your prompt response informing us of the status of our proposal.

11. Keep trying. My plan was developed before I heard of you. It is a good plan. I tried and lost. I'll try again. If I lose again, I'll try again. In the meantime my program goes on.

12. I was unaware of TIG until 1 week prior to deadline. Earlier broad information would probably glean more applicants.

13. Applications were due in November but it was late in January before notification was sent which meant half of the school year had gone by if implementation had been necessary.

14. I am inclined toward C above and will probably spend my time working on something that I will not need a grant for. The grant idea really gave me stimulus however and extended possibilities.

15. We are going ahead with our program without some assistance from outside help. I hope that the number of students to be assisted is considered in determining grants, as well as the quality of the program.

16. As a long-time teacher, assigned to the second grade for the first time this year, I felt that improved reading instruction was extremely important. I also was aware that I needed help in preparing a program that would make reading a successful experience for all children.

    The grant amount was generous. Would a smaller amount to more participants be a worthy suggestion?

    The possibility of being funded really was an incentive to plan reading activities for my rather large number of low achievers. My attention was focused on a problem.

17. I have in progress an "open concept," "earning center" multi-graded (5 & 6) program at this time, however need a source of funds other than the district level to develop areas of the program.

18. I think it is stimulating to have such an opportunity available. It helped me become more enthusiastic about my work. I hope it is offered again.

19. Make available (on request!) studies and results of accepted programs so we might all benefit.

20. It would be helpful to see copies of successful grants. My biggest problem was composing a program.

21. I feel that the program motivates a teacher to thinking and planning with a new incentive! I really gained something out of even trying.

22. The fact that the grant was not allowed has not discouraged me in evaluating my plan - I am most anxious to present it again for consideration.

23. I would like to see a philosophy expressed in which grants would be awarded based in large measure on how the programs planned fit into a larger scope or plan for all school - societal development. Unique, creative, courses are interesting, of course, but must surely relate to a larger purpose in the educational accountability arena.

24. The need is great. Any attempt to secure more funds would be beneficial.

25. To a classroom teacher, time is very valuable and limited quantity - I feel that some of the most valuable time was lost never to be retreived chasing gosmers.

26. I think it is a good program! I am disappointed that a project of breakthrough stature in educational communication for multiple handicapped and potentially emplementive as a tool for social-economic enfranchisement of the blind-deaf should take secondary importance to tried and true "acceptable" projects already studied or under study in other areas of the country.

School districts themselves have ever been willing to fund the familiar - but funding for research in new areas goes begging.

ON-SITE EVALUATIONS OF FUNDED PROJECTS

The Teacher Incentive Grant Advisory Committee decided to conduct an on-site evaluation of the funded projects. Information was gathered in six areas:

1. Project planning and management
2. Project "success" (meeting project objectives)
3. Project evaluation plan
4. Project "spin-off"
5. Project continuation plans
6. Reactions to TIG Program and continuation intentions.

The on-site evaluator gathered information from three sources:

1. The principal/superintendent of the school
2. The grantee
3. From evaluator observations

A checklist was developed to be used by the evaluator (See Appendix DD).

The on-site evaluations were conducted, for the most part, in late April and the month of May. Twenty-one of the twenty-five funded projects were visited.

EVALUATION REPORT

CATEGORY: PROJECT MANAGEMENT

Principal

1. Did you experience any unusual difficulty in managing TIG funds?

Response	Frequency	%
Yes	3	14.3
No	18	85.7

Grantee

1. How accurate were your budget projections compared to what your needs actually were?

Response	Frequency	%
Too Low	4	19.0
About Right	14	66.7
Too Much	3	14.3

2. Have you faced any unusual problems in obtaining and spending the Grant monies?

Response	Frequency	%
Yes	4	19.0
No	17	80.9

3. Are you "on target" (time-wise) in implementing the project?

Response	Frequency	%
Yes	18	85.7
No	3	14.3

4. Have you significantly altered your project:

Response	Frequency	%
Yes	1	4.8
No	20	95.2

Evaluator

1. According to the evidence available, expenditure of funds related to the budget are:

Response	Frequency	%
Substantially as Budgeted	14	66.7
Reasonably So	5	23.8
Extensive Changes	2	9.5

2. The evaluation plan for this project is:

Response		Frequency	%
Very Inadequate	1	2	9.5
	2	2	9.5
	3	4	19.0
	4	6	28.7
Very Adequate	5	7	33.3

(Mean=3.7)

SUMMARY

None of the recipients reported, nor did the on-site evaluators discover, any evidence of project mismanagement. In a few cases, district fiscal policy made it inconvenient for the Grantees to receive the funds in order to pay bills promptly. One evaluator reported one project spent a much higher percentage on capital outlay items than were included on the original application. In his judgment, the project might not have been funded if this had been known by the selection committee. The other project which showed extensive change in budgeted expenditures (and as well a significant change in the planned activities) had to do so because of a technicality involving insurance. The project refunded approximately 80% of its budget.

The on-site evaluators found a reasonably competent job of evaluation of project outcomes being done by the Grantees. The mean for the 21 projects visited was 3.7 on a five point scale.

CATEGORY: PROJECT SUCCESS

Principal

1. In your judgment, how successful is your TIG project?

Response		Frequency	5
Unsuccessful	1	0	0
	2	0	0
	3	2	9.5
	4	3	14.3
Very Successful	5	16	76.2

(Mean = 4.2)

2. Do you plan to continue the presently funded TIG project next year?

Response	Frequency	%
Yes	17	81.0
No	4	19.0

3. If continued, source of funds?

Response	Frequency	%
New Money Budgeted	2	11.7
Reallocation of Funds	8	47.1
Additional Money Not Needed	4	23.5
Will Find Money	3	17.6

4. Explanation for not continuing:

Response	Frequency	%
Teacher Leaving	2	50.0
No Money Available From School District	2	50.0

Grantee

1. How would you rate the success of your project as related to meeting your program objectives?

Response		Frequency	%
Unsuccessful	1	0	0
	2	0	0
	3	0	0
	4	5	23.8
Very Successful	5	16	76.2

(Mean = 4.76)

2. Do you plan to continue your project next year?

Response	Frequency	%
Yes, Substantially Same	8	38.1
Yes, With Modification	9	42.9
No	4	19.0

3. Reasons for not continuing:

Response	Frequency	%
Teacher Not Returning	2	-
No Answer	2	-

Evaluator

1. The evidence indicates that the degree of success as it relates to the project objectives is:

Response		Frequency	%
Unsuccessful	1	0	0
	2	0	0
	3	2	9.5
	4	9	42.9
Very Successful	5	10	47.6

(Mean = 4.1)

SUMMARY

Seventeen of the 21 projects visited will be continued which would indicate their success was accepted by the local district. The principals and on-site evaluators rating of the success of the TIG projects was in close agreement (principals mean rating: 4.2, evaluators: 4.1). The teachers involved perceived a higher degree of success (mean rating: 4.76).

CATEGORY: ENCOURAGING DEVELOPMENT OF EDUCATIONAL ALTERNATIVES

Principal

1. To what extent did your TIG project motivate other teachers to plan and implement classroom innovations?

Response (Number of teachers)	Frequency	%
None	8	38.1
1-3	7	22.2
4 or more	6	28.6

See Table 7 for specific examples.

Grantee

2. To what extent did your TIG project motivate other teachers to plan and implement classroom innovations?

Response (Number of teachers)	Frequency	%
None	7	33.3
1-3	7	33.3
4 or more	7	33.3

See Table 8 for specific examples.

TABLE 18

Specific examples of ways the local TIG projects have brought about changes within the schools involved (as reported by school principals).

1. Other staff members who had applied but were not funded went ahead with a modified plan.

2. The district school board and administration were impressed by the project and have decided to do similar things in the areas of woodshop and home economics at district expense.

3. Has caused other grade levels to do more extensive planning.

4. Project brought about considerable correlating of craft activities to the rest of the school curriculum. Many additions were made to the school library and the emphasis in 7-8th grade social studies has been substantially changed. The enthusiasm generated by the grant appears to have made a substantial change in the school.

5. The grant has caused curriculum changes in related areas, foreign language and social studies.

6. Social studies teachers are considering offering night classes, modeled on this project.

7. Project has been excellent public relations. It has encouraged parents to come to school and become involved in the project.

8. Project has had a positive effect on the community - another teacher has operated a similar program.

9. Project has attracted considerable attention from other teachers, school board and townspeople.

10. Project has included total school and has brought about much family participation. More parents have come to school.

11. Project has been accepted very well by parents.

12. Other staff members willingly gave up prep and conference periods to fill in for teachers involved in the project.

13. Stimulated use of AAAS Science.

14. Second grade teachers are pursuing similar activities.

15. A Title I project was revamped to dove-tail with this project.

TABLE 19

Specific examples of ways the local TIG projects have brought about changes within the schools involved (as reported by Grantees).

1. It has been especially strong for positive public relations. Younger children have had contacts with older students.

2. Has been a real growth experience for the few of us working together.

3. Some improvement in self-concept of Indian children.

4. Others are focusing on values; a feeling of unity is developing.

5. Children are going to publish their own magazine on ecology; have conducted a paper drive.

6. Many parents have visited school who have not been in before bringing about improved school-parent relationships.

7. Others are envious.

8. Change has been in students. Sense of responsibility for each other's safety and well being is an inherent attitude developed by the project.

9. Teachers from this school and others in the district have visited the project.

10. Second grade teachers are doing some of the visual-motor activities.

SUMMARY

In more than half of the projects (60%) both principals and grantees indicated that the local TIG project brought about a variety of changes in the instructional activities of other teachers in the schools involved.

As well, both gave many examples of project "spin-off" (See Tables 18 and 19).

CATEGORY: FEEDBACK TO ADVISORY COMMITTEE

Grantee

1. Reaction to the TIG Program.

   a. Should the TIG Program be continued?

Response	Frequency	%
Yes	21	100

   b. Comments:

   (1) Thank you! This has been the best thing that has happened to our first grade in years.

   (2) I would hope that there will be funds available to continue to program.

   (3) Strong feeling that the level of funding should be increased.

   (4) Gave me a "shot in the arm" because someone else thought my idea was a good idea.

   (5) Helped because it is difficult to get funds to make improvements.

   (6) Much of value of project came from having to "make do" with available resources. Does not feel maximum amount should be increased.

2. Do you plan to submit a new TIG project next year?

Response	Frequency	%
Yes	11	52.4
Probably	0	0
Undecided	6	28.6
Probably Not	2	9.5
No	2	9.5

3. Specific Suggestions for the TIG Committee:

   a. Would hope funding could be done in the spring.

   b. Clarify criteria for selection.

   c. Limit funding to $500. so more can participate.

   d. Have consultant help available to assist in writing grants.

   e. Distribute grant monies more equitably.

   f. Different way to fund locally, possibly to the school building and not central office.

   g. An early visit by TIG Committee would be helpful to Grantee and the Committee.

   h. More on-site visits by the Committee and more help in proposal writing.

   i. "Come and see us sooner."

   j. What is proper disposition of equipment purchased with grant monies?

   k. "Keep it up!"

   l. Have the school prepare a write-up of their project for distribution to others.

CONCLUSIONS AND RECOMMENDATIONS

It is evident that the response to the TIG Program has been highly positive. Even though the original notification of the program was of necessity very close to the deadline for submitting projects, a significant number of proposals were written and the evidence indicates a substantial increase for a second year.

The on-site evaluators found that the projects were being adequately managed and most had adequate evaluation procedures. Considerable evidence was found to substantiate the claim that the TIG Program was in fact stimulating classroom teachers to develop and implement classroom improvements, not only those who were funded or applied for funding but other teachers within the schools having a TIG project.

The only evidence available as to whether or not the projects were in fact an improvement in instruction is the subjective judgment of those involved. The fact that at least seventeen of the projects will be continued at local expense would suggest that they are seen as improvements by the local district.

It is clear that improvements are needed in the way the TIG Program is publicized and that almost everyone contacted feels that the criteria for selection should be made more clear and precise.

It is recommended that:

1. TIG projects funded be announced as soon as possible, preferably in early spring.
2. A more precise criteria for selection be established.
3. All applicants be advised as to reasons why the funded projects were selected and the reasons for rejection if not funded.

APPENDICIES

APPENDIX A

OSSP SUMMER PROGRAM IDEAS

The following is a summary of ideas and suggestions gathered by the Educational Coordinates staff during the on-site visitations of the random selected OSSP schools. These comments represent a predominant feeling of teachers and administrators interviewed. They appear to fall into two categories; 1. supportive comments about last years summer institute which are worth replecating for 1972, and; 2. new programs for 1972.

Ideas worthy of replecation:

1. Optional sessions - a variety of choices.
2. Relaxed atmosphere.
3. Opportunity to work as a "school team."
4. Opportunity to hear about and talk about new ideas.

Possible New Programs:

1. Need more examples from others with limited resources on
   a. How to individualize
   b. What to do to individualize
   c. Grading, record keeping, and
   d. Reporting methods.
2. Time to work with or hear others in subject area specialties.
3. How to develop "teamwork" with staff members.
4. Evaluation techniques for programs, students, and teachers.
5. Library with examples of individualized materials.
6. How do teachers go about getting volunteer aides.

SPECIFIC IDEAS FOR SUMMER WORKSHOP

1. Techniques for reducing class size in order to individualize.
2. Need examples of materials.
3. Keep optional sessions.
4. Evaluation techniques for programs.

5. Work with "school team" approach.

6. Work with subject areas.

7. How to develop cooperative attitudes with staff members -- teamwork.

This list should not be interpreted as being complete because of:

1. All of the random selected schools have not been visited, and

2. this list represents only a partial analysis of the data collected to date.

APPENDIX B

1971 SMALL SCHOOLS SUMMER INSTITUTE

Major Presentations

A New Design for Rural Elementary and Secondary Schools, Dr. Richard Manatt, Iowa State University

Individually Prescribed Instruction, Dr. Richard Manatt

Due Process, Harold Hart

Improving the Self Concept, Dr. Sterling G. Ellsworth, Psychologist, Eugene

Dealing With Student Apathy, Dr. Sterling G. Ellsworth

Reading Instruction: The Changing Scene, Dr. William G. Moore, Oregon College of Education; Charles P. Haggerty, Oregon Migrant Education Service Center; Denise Matson, Hoover Elementary School, Corvallis

Teacher Selection and Evaluation, Dr. Dale Bolton, University of Washington

Concurrent Presentations

Futures, Leslie G. Wolfe, Educational Coordinates Northwest

Introduction to Behavioral Objectives, Leslie G. Wolfe and Glenn Brostrom, Nellie Muir Elementary School, Woodburn

Media in Curriculum Development, Dr. Wright Cowger, Willamette University

Management Strategies, Leslie G. Wolfe

The Manzanita Project: Focus on the Individual Child, Charles Barker and Dale Fallow, Manzanita Elementary School

Effective Discipline in School, Dr. Robert P. Selby, Woodlawn Elementary School, Portland

Questioning Strategies, Dick Kemper, Keizer Elementary School; Arlene Fallen, West Salem Elementary School; Julius Bialostosky, Multnomah County IED

Language Arts/Social Studies Mini-Course -- The Community as a Classroom, Charles Scharff, Oregon State University

Vocational/Technical Mini-Course -- Learning Package System Basic Format, Dr. Larry Heath, Oregon State University

Mathematics/Science Mini-Course -- The Laboratory Approach to Mathematics, Dr. Oscar Schaff, University of Oregon; Scott McFadden, Eugene Public Schools

"Cake and Eat It, Too," Jean Stromquist, Jackson High School, Portland

Mathematics for the Non-College Bound, James Norton, Multnomah County IED

Man: Nature's Most Dangerous Animal, Irma Greisel and Peter Jensch, Gresham High School

Mathematics/Science/Business Mini-Course -- Use of Computers in High Schools, and How a Small School Can Get Started, James Norton, Multnomah County IED; Judy Edwards, Northwest Regional Educational Laboratory; William Petersen, McMinnville High School

Home Economics Mini-Course -- Innovations in Home Economics, Mary Jane Grieve, Oregon State University

Art Mini-Course -- Newer Media in Art Education, Dr. Kenneth Yost, Oregon College of Education

Business Mini-Course -- Three-Hour Block Schedule for Office Occupations, Mary Ann Sloan, Toledo High School
Office Simulation, Wanda Smith, Sunset High School, Beaverton

PE Health Mini-Course -- Contract Teaching and Learning, Robert Sauter, Lost River High School, Merrill

Music Mini-Course -- Instruments in the Elementary Classroom, Monroe Richards, Oregon City Schools
Manhattanville Music Curriculum Project Review, Dr. John McManus, University of Oregon
Appropriate Music Selection and Programing, Dr. John McManus

OREGON SMALL SCHOOLS PROGRAM

1972 SUMMER INSTITUTE EVALUATION

Title III, ESEA "Steps Toward Greater Individualizing"

PLEASE COMPLETE THIS EVALUATION AND TURN IT IN BEFORE YOU LEAVE THE WORKSHOP.

1. I am ____ an Administrator
   ____ an Elementary Teacher: Grade or assignment _____
   ____ a Secondary Teacher: ___ Art; ___ Business; ___ Guidance; ___ Home Ec;
   ___ Lang. Arts; ___ Librarian; ___ Math; ___ Music; ___ PE/Health;
   ___ Science; ___ Social Studies; ___ Vocational; ___ Other: _____

2. To what degree was pre-conference information adequate?
   ____ Superior; ____ Adequate; _____ Needs Improvement
   Please comment:

3. Please note the value to you of the various parts of the workshop. Check the appropriate rating column for each part of the program.

		Much	Some	Little	None
Keynote Session					
Panel					
Daily Input Sessions:	Jim Hargis (Tues)				
	Dr. Cowger (Wed)				
	Dr. Georgiades (Thur)				
	Input for Planning (Fri)				
School Team Sessions					
Independent Study					
Interest Area Consultants. Please list:					
_____					
_____					
_____					
_____					
_____					
Media Available					
Graduation Requirements					
Fireside Chats					
Opportunity to share ideas with others					
Social Arrangements					

Please comment:

4. To what extent has the workshop increased your awareness and receptivity to greater individualizing in your teaching?

   ____ Much; ____ Some; ____ Little; ____None

   Please comment:

5. As a result of attending the workshop, do you feel more confident to develop objectives and design programs to meet the special needs of your students?

   ____ Much; ____ Some; ____ Little; ____ None

   Please comment:

6. Do you feel you received resources and information necessary to carry out techniques in individualizing?

   ____ Much; ____ Some; ____ Little; ____ None

   Please comment:

7. List the workshop activities in priority order on which you would like to have regional and/or statewide follow-up sessions:

   1. _____

   2. _____

   3. _____

   Please comment:

8. How do you rate the summer institute, in general?

   ____ Outstanding; ____ Good; ____ Mediocre; ____ Poor

   Please comment:

PLEASE COMPLETE THIS EVALUATION AND TURN IT IN BEFORE YOU LEAVE THIS WORKSHOP.
THANK YOU.

APPENDIX D

INSTITUTE EVALUATION SUMMARY

179 Registered, 120 Evaluations Returned

1. I am 22 an Administrator; 38 an Elementary Teacher; 2 Other; 61 a Secondary Teacher; 5 Art; 10 Business; 5 Guidance; 5 Home Ec.; 18 Lang. Arts/Social Studies; 5 Librarian; 9 Math/Science; 2 Music; 6 PE/Health; 6 Vocational; 2 Special Ed./EMR

2. To what degree was preconference information adequate?
50 Superior; 64 Adequate; 3 Needs Improvement; 3 No Comment.

3. Please note the value to you of the various parts of the workshop. Check the appropriate rating column for each part of the program.

	Much	Some	Little	None
Keynote Session	95	19	1	1
Major Presentations (Elementary)	28	16	1	1
Major Presentations (Secondary)	39	29	3	1
Administrators' Sessions	21	8		2
Mini-Courses (Subject-Centered)				
Computer	6	6		
Environment	2	1		
Lang. Arts/Social Studies	8	5	3	
Behavioral Objectives	1	3		2
Art	6	3	1	
Reading	1	1		
Musical Instruments	3			
Music: Manhattanville	3			
Music: Selection	3			
Contract Teaching -- PE	4	1	1	
Manzanita	5			
Reading Instruction	4	1		
Due Process	3	1		
Business: 2 Hour Block	7	2		
Merritt Davis School		4	2	1
Office Simulation	5	3		
GATB Training	3	1	2	1
Math Sections	5	1	1	
Vocational		2	1	1
Library AV	1			
Questioning	1			
Bush House	1			
Media Sessions	22	25	13	2

	Much	Some	Little	None
Legislative Interpretation	36	20	1	____
Opportunity to share ideas	62	27	8	____
Social Arrangements	58	21	5	____

4. To what extent has the workshop increased your awareness and receptivity to new and better ideas in education?
73 Much; 40 Some; 3 Little; ____ None; 5 No rating

5. As a result of attending the workshop, will you feel more confident to develop objectives and design programs to meet the special needs of your school district?
65 Much; 45 Some; 6 Little; 1 None; 4 No Rating

6. Do you feel you received resources and information necessary to carry out new techniques and programs?
67 Much; 44 Some; 6 Little; 1 None; 3 No Rating

7. List the workshop activities in priority order on which you would like to have regional and/or statewide follow-up sessions:

Doctor Ellsworth - 30
Behavioral Objectives - 9
Developing Mini-Courses - 3
Vocational English - 2
AV/Media in the Classroom - 6
Questioning - 10
Due Process - 32
Individually Prescribed Instruction - 11
Lab Approach to Math - 3
Futures - 2
Reading Instruction - 17
Doctor Manatt - 9
Doctor Bolton - 12
Mrs. Grieve - 1
Scheduling - 1
Indiv. Approach to Math - 1
Environment - 1
Poetry - 1
New Programs throughout the state - 1
Making Lang. Arts Curr. - 1
Elem. Due Process - 1
Business Innovation - 1
Social Sciences - 1
Instruments in classroom - 1
Community as a Classroom - 5
Learning Packages - 6
Outdoor Education - 1
Manzanita Project - 13
Manhattanville - 2
Contract Teaching - 8
Computers - 6
Legislation - 6
Vocational Education - 2
Effective Discipline - 3
Art - 1
English - 1
Idea Sharing - 2
Testing - 1
Enhancing Change - 1
Woodburn Plan - 2
Devel. Min. Standards for Clusters - 1
Grammar Instruction - 1
Curriculum areas - 1
Elem. Science & Art - 1
Elem. Sessions (all) - 1
School/CR Organization - 1

8. How do you rate the summer institute, in general?
78 Outstanding; 38 Good; 1 Mediocre; ____ Poor;
3 No Rating

OREGON BOARD OF EDUCATION
942 Lancaster Drive NE
Salem, Oregon 97310
Dale Parnell, Superintendent

APPENDIX E

January 24, 1972

To: Individualized Instruction Advisory Team

Subj: Minutes of Last Meeting
Philosophy Statement on Individualized Instruction
Next Meeting, February 15 and 16, 1972

Notes of the January 17 meeting are enclosed for your reference.

As you recall, Leora Sharp volunteered to compose a philosophy statement containing the elements discussed. The rough draft is enclosed. Please make suggested revisions, if any, and bring it with you to the February 15 meeting.

The Advisory Team will meet again on Tuesday, February 15, 9 a.m., at the Sweetbriar Inn which is located at the Tualatin exit of I-5, about 10 miles south of Portland on the Portland-Salem freeway.

On the following day, February 16, your committee will be joined by approximately 40 more people who, with you, will be asked to serve as small group leaders at the April regional meetings. Mr. Jim Hargis will be on the program to give a "dress rehearsal" of the presentation he will video tape record for the regional meetings. We asked Mr. Hargis to do this so he could become acquainted with representatives from the schools in order to gear his talk to the needs of his audience.

We will reserve rooms for any of you wishing to stay at the Sweetbriar. We have asked for rooms with two beds and will plan on two people to a room. Please let us know by return mail if you will be staying overnight and when you will arrive.

We'll see you February 15.

Donald F. Miller, Coordinator
OREGON SMALL SCHOOLS PROGRAM

DFM:brm

Enclosures

MEMORANDUM

APPENDIX F

OREGON SMALL SCHOOLS PROGRAM
Oregon Board of Education
942 Lancaster Drive, NE
Salem, Oregon 97310

PROPOSED DEFINITION

INDIVIDUALIZED INSTRUCTION

Individualized Instruction is a way of organizing schooling which recognizes that each individual has his own particular background, interests, limitations, needs, learning rate, and abilities. It accepts the importance of cooperation and interaction within a group, and stresses the value of the fulfillment of the individual in his continuous progress through the curriculum.

2/15/72
100

APPENDIX G

OREGON SMALL SCHOOLS PROGRAM
Oregon Board of Education
942 Lancaster Drive, NE
Salem, Oregon 97310

39 Participants
38 Evaluations Returned

EVALUATION SUMMARY
GROUP LEADER TRAINING SESSION
Sweetbriar Inn, Tualatin
February 16, 1972

A. Was the presentor clear and understandable in his explanation?

Clear	1	2	3	4	5	Confusing
	24	11	2	1		

B. Does the presentor indicate competence in the subject?

Highly Competent	1	2	3	4	5	Less Competent
	32	5	1			

C. Do you understand your task as a small group leader for the regional meetings?

Fully Understand	1	2	3	4	5	Do not Understand
	9	21	5	3		

D. Do you feel you are trained adequately to do this?

Adequate	1	2	3	4	5	Less than Adequate
	6	18	12		2	

E. General Comments (if any):

I don't feel competent enough to be a group leader at regional, and it was not my understanding that this conference automatically meant we would be leaders. Would appreciate it if you ask us by letter if we will be attending the regional as a leader.

Like Jim mentioned, it will be a rough trip, but the benefits will be well worth the price.

Program tended to drag in afternoon session.

General Comments (continued)

I felt there were some "details" which were confusing only because of terminology discrepancies. I still have the feeling we've only scratched the surface and feel somewhat frustrated because we didn't get into specifics. A suggested opening statement for each regional conference should state that specifics will come later, and this conference is for background.

Distribute further data on what's and how's of behavioral objectives. I am sure many people are weak in this area. Behavioral objectives are a must for the summer institute.

Possible we could have actually gone through a demonstration of our task-performance for regional meetings. Session over-all very interesting and stimulating and hope to get administration (our school) as involved!

Wish a little more time had been given to small group 2's and 2 x 2's this am to "wrestle" before we gave them definition of individualized instruction. We pushed too fast notion that we'd all accept individualized instruction before pulling the group together. Am anxious to know if the "model" for a school having indiv. instruction will soon be designed. I felt good about the fact there are more younger teachers involved; their response very positive. Jim, Barbara, Don--very well done.

Further information will help before regional.

Each time I attend such a meeting I learn more. Wish all our teachers could attend.

Feb. 15--Wish we had tackled a model for a particular school--a lot to do there.

Feb. 16--Might have been good to run through process of Regional. Stress the optional aspects. It sounded at-first as though this is what the Oregon Board of Education was making us do.

I think there are others who could do a better job than I, but I'll do my best if called on.

An exciting program.

I feel better prepared for the regional than I was last year.

I rather feel that I'm at the ground floor station rather than leader position, but totally committed to the program.

I plan to do my best. I hope I will be able to answer questions concerned with assessment.

General Comments (continued)

Very good! I learned a great deal. In planning the summer, please individualize the instruction--for example I have been introduced to behavioral objectives and do not need to start from scratch, but I would like a little help in being able to write objectives quickly and easily.

Interesting, worthwhile project with ramifications that could revolutionize small school programs.

Where possible include board members.

Further information prior to regional will clear it up.

I really like this approach. I've always been a firm believer in working with the student one-to-one.

In my district the administrator makes all important decisions on his own, and we feel that teachers in their classrooms are completely on their own. The attitude is that the big boss is over a group of workmen. Each one does his job and hopes to please the big boss. I hope that this regional conference will have administrators in attendance and in this with us. In other words, I hope we can have a team attitude as we go into this.

Very informative. My questions were answered. I am very concerned with staff attitude toward the program. They responded very poorly to behavioral objectives when that started! The meeting with the Millers before the Regional is essential.

I would like to have had a little more preparation on what to expect or what was to be expected from me. I perhaps feel confused because I don't feel competent in this area, but I am learning and I am enjoying it.

I don't feel that the right people from my school were invited. I believe counselors rather than teachers play a bigger role in implementing a program like this and also in being group leaders for regional. I am not fully sold on the program myself so don't know how I cam convince the others.

Can't wait to get started!

ESEA TITLE III

OREGON SMALL SCHOOLS PROGRAM

Newsletter

Oregon Board of Education • 942 Lancaster Dr., NE • Salem 97310 • Dale Parnell, Superintendent Public Instruction

February - March 1972

Regional Conferences Scheduled

A series of 12 one-day regional conferences will be held by the Oregon Small Schools Program to launch its intensive thrust for helping member schools develop and implement a total plan for individualized instruction.

This is part of a long-range plan, "Steps Toward Greater Individualizing," designed by Jim Hargis, Oregon Board of Education Specialist, in conjunction with an Individualized Instruction Advisory Team comprised of 11 staff members from your schools.

Dates and regions designated for the meetings are:

March 17	Bandon High School
April 10	Prairie City High School
April 11	Baker Hotel, Baker
April 12	Elgin High School
April 13	Indian Hills Motel, Pendleton
April 17	Eugene Hotel, Eugene
April 19	Umpqua Hotel, Roseburg
April 24	Riverside High School, Boardman
April 25	Corbett High School
May 1	Sheridan High School
May 3	Santiam High School, Mill City
May 5	Warrenton High School

At these regionals for elementary and secondary teachers, a video tape prepared by Jim Hargis will be shown to present the concept of a total plan for individualized instruction; the teachers will pre-assess themselves in respect to the guidelines prepared by the Advisory Team to identify areas in which they need to improve their skills for individualizing; and participants will meet by school groups to begin setting goals and priorities for their own schools.

The 1972 OSSP summer institute June 12-16 at Willamette University, Salem, will expand this by assisting teachers and administrators individually and by school teams in their "Steps Toward Greater Individualizing."

Don Miller Invited to Iowa Instructional Bazaar

Don Miller, Coordinator of the Oregon Small Schools Program, has been invited to tell "The Oregon Story" of our small schools March 11 at the second annual Iowa Instructional Bazaar in Ames, Iowa. The Bazaar will feature 21 exemplary Iowa schools, 6 national consultants, and an instructional package bank and flea market. It is sponsored by Iowa State University College of Education, Iowa Association of Classroom Teachers, Polk County Board of Education, Iowa Department of Public Instruction, and Ames Community Schools.

Co-chairmen of the Bazaar, Richard Manatt, Iowa State University, was keynote speaker for the OSSP 1971 summer institute at Willamette University last June. He was impressed with the statewide, cohesive effort to improve rural education and wants educators in Iowa to learn about the Program.

Besides participating in the Bazaar, Don and his wife, Barbara, Administrative Assistant to the OSSP, will visit several small schools in the Ames area to look at continuous progress, open classroom, and other ideas to bring back to Oregon.

Group Leader Training Session

Thirty-nine teachers from your schools participated in a Group Leader Training Session for the regional meetings February 16 at the Sweetbriar Inn.

Jim Hargis presented the concept of individualized instruction; the OSSP long-range plan, "Steps Toward Greater Individualizing," and defined the group leaders' role in the upcoming regional conferences.

Program for the regional conferences will be presented by video tape, then trained group leaders will be on hand to serve as a panel to field questions, assist teachers in completing their pre-assessments, and work with school groups in setting the individualization goals for their own schools.

Evaluation of the training session indicated that the material presented by Mr. Hargis was very clear, and many participants expressed enthusiasm to get started on the project at once.

Many of these people will also serve as group leaders at the summer institute.

Evaluators Visit Schools

Ray Talbert and Les Wolfe, Educational Coordinates Northwest, are visiting several member schools gathering data for the OSSP third-party evaluation. Many of the 1971 summer institute participants will be interviewed, as well as school administrators. Thank you for your cooperation in providing the necessary information.

Individualized Instruction Advisory Team

The Individualized Instruction Advisory Team met February 15 at the Sweetbriar Inn to complete work on the individualized instruction definition, set goals, approve a teacher pre-assessment instrument, design an Administrator's Questionnaire, and write objectives.

OSSP objectives for "Steps Toward Greater Individualizing" written by the team are:

1. Member schools will assess themselves in respect to the individualized instruction model guidelines. This objective will be evaluated by having each teacher complete the Individualized Instruction Pre-Assessment and return it to the Oregon Small Schools Program.

2. After completion of the assessment, participating schools will establish immediate priorities for greater individualizing.

3. Participating schools will establish long-range priorities for greater individualizing.

   Objectives 2 and 3 will be evaluated by having the administrators complete the Administrator's Questionnaire.

4. Participating schools will implement their individualized programs in respect to their immediate and long-range priorities.

5. Schools will participate in yearly evaluation of on-going programs and re-assessment of priorities.

   Objectives 4 and 5 will be evaluated by the third-party OSSP evaluation.

Members of this productive Individualized Instruction Advisory Team are Sister Eileen Brown, Principal, Sacred Heart Academy, Salem; Velva Christensen, Head Teacher, Lincoln Elementary School, Vernonia; Roger Crist, Vocational Teacher, McKenzie River High School, Finn Rock; Cleo Fletcher, Reading Teacher and Elementary Supervisor, Hereford-Unity; John Haller, Language Arts Teacher, Mohawk High School, Marcola; Darrel Jones, 7th and 8th Math Teacher, Chapman Grade School, Sheridan; Robert Sauter, Principal, Lost River High School, Merrill; Leora Sharp, Language Arts Teacher, Pine Eagle High School, Halfway; Mont Smith, Social Studies Teacher, Monroe Elementary School; Ferman Warnock, Superintendent and Elementary Principal, Condon; Lucille Woods, 5th Grade Teacher, Alsea.

Contemporary Curriculum for Small Schools

The 1971 summer institute report, Contemporary Curriculum for Small Schools, has been sent to each member school. We still have a limited supply of copies for individuals who request them.

NWREL Art Committee

The Northwest Regional Educational Laboratory contacted us for names of primary teachers to assist them by serving on the Art Project Advisory Committee.

The Lab's Rural Education Program is presently testing a model for self-instructional art center to be used by children in kindergarten through third grade. Several teachers from small schools were invited to participate in an exploratory workshop at the Lab February 25 to review the Lab's plans, view the model art center, and to comment on the utility of the center if it were placed in one of their schools.

We are pleased that the OSSP has the opportunity to cooperate with the Lab in evaluating programs for rural education.

Administrators Conference

The March 1 Administrators Conference at the Holiday Inn, Salem, was attended by 70 people. Jim Hargis showed the video tape prepared for the regional meetings, discussed the OSSP long-range plans, and enlisted administrator commitment to individualizing instruction in their schools.

Administrators were also asked to suggest ways in which the OSSP could be of help to their schools in implementing the "Steps Toward Greater Individualizing" plan.

News From Our Schools . . .

Superintendent HENRY KILMER, Triangle Lake Schools, reports that the elementary and high schools are using video tape equipment for improvement of classroom instruction. To date, use has been in the elementary summer reading program, for elementary social studies reporting, and classroom plays.

In high school it has been used in speech and English classes, in athletics, and open air taping and playback.

Equipment has been purchased jointly with the Marcola and Crow-Applegate school districts.

CULVER HIGH SCHOOL Business Education Department has put its long-awaited Bulldog Insurance Company and 9 agencies into operation in the class named "Office Simulation." Bulldog Insurance Company is actually a separate room at the back of the Business Department, and the room is equipped with three office-type desks obtained last year from the Oregon Bank in Lake Oswego. Each desk work area has an electric typewriter, adding machine, and transcribing machine.

During the first half of the year, all Office Simulation students worked to polish some of their business skills such as typing, bookkeeping, filing and learn a bit about the insurance business. They also made applications for a loan, signed a note and opened a simulated checking account; all this with actual U. S. National Bank forms.

To "activate" the Bulldog Insurance Company, all students composed letters of application for a job opening in the company. Representatives from the Oregon State Employment Division in Madras interviewed the applicants. All students in the class will have their turn to rotate through the three job-desks in the company: contact desk to underwriting to accounting-office manager. While employed in Bulldog Insurance Company they receive a salary and are paid by a check which they deposit in their simulated checking account.

Those students not working in the Bulldog Insurance Company are busy setting up insurance agencies, having designed their own forms and stationery, and chosen a name and address for their agency. The agencies have such names as Crow's Cut Rate Insurance, McDonald Insurance Bar, and Roberts Car Insurance, and the addresses are from New York to Hawaii. The wide-spread addresses require much letter-writing and memo sending which constitute a key aspect of the teaching aims of the class.

Members of the class learn to figure premiums, compute commissions, pay rent, order supplies, figure payrolls, design and duplicate forms, dictate and transcribe from machine transcribers, and many other activities found in offices out in the "world of work." The most important concept learned is the fact that there is a definite flow of work and activity in any business office, and each person participating must do his job correctly and efficiently to have the office operate without interruption. It is hoped the experience gained will give the students some of the training they would have if they were working in an actual office getting actual experience.

During May it is hoped that each student in the Office Simulation class will have an opportunity to spend a day in an actual insurance office in Central Oregon.

Mrs. JANE McKINNON is the Office Simulation instructor.

"We've Got Them Covered" chairs, sofas, and fainting couches, that is! The EDDYVILLE HIGH SCHOOL home economics department under JANET SNYDER and teacher aide KRIS BOND, is conducting a coed re-upholstery class. The students started the semester making and upholstering footstools which were sold (at a profit) to a local used furniture store.

Progressing from simple footstools to more complicated chairs and sofas, the class made a field trip to a re-upholstery shop to observe the techniques and workings of such a business. Their next stop was the used furniture store where class members chose the pieces they wished to recover. Fabrics were chosen and work was begun.

Simple cost accounts were kept by each student on his project. Upon completion of re-upholstering their pieces, the students either purchased the finished products or sold them (at a profit) in the community. The profits, of course, accrued to the students involved.

The class is now contracting work for local residents who bring in their furniture and material. Students contract to re-upholster the furniture at a flat fee.

"Don't call us to re-do your living room eyesore; we'll call you! We have a backlog of pieces to re-do which will probably keep the class busy until June," writes teacher Arthur Schmidt.

"It was found that upholstering is a highly skilled profession requiring exacting, manipulative skill and mathematics. There is a need for upholsterers, and we hope that some of our students will fill that need in the near future."

Our thanks to Henry Kilmer, Jane McKinnon and Arthur Schmidt for sending in these articles about their schools. Wish more of you would share some of the interesting things you are doing. Drop us a write-up for the next Newsletter.

For additional information about any of the items in this Newsletter, contact Don Miller, OSSP Coordinator, or Barbara Miller, Administrative Assistant, at 378-3074.

APPENDIX I

OREGON SMALL SCHOOLS PROGRAM
Oregon Board of Education
942 Lancaster Drive, NE
Salem, Oregon 97310
February 25, 1972

INVITATION

To: Superintendents, Principals, and School Board Chairmen

Subj: Regional Conferences

As a result of our third-party evaluation last year, the Oregon Small Schools Program has launched an intensive effort to further individualize instruction in Oregon small schools.

Jim Hargis, Oregon Board of Education Specialist, has been contracted as a consultant to help us design and implement a plan for the Program and its member schools, "Steps Toward Greater Individualizing."

The regional meetings scheduled for March, April, and May provide the opportunity to introduce this concept to all staff members in all member schools, both elementary and secondary. Part of the program, Mr. Hargis's overview of the concept of individualizing, will be presented on video tape. There will be group interaction, teachers' pre-assessment of themselves in terms of individualized instruction, then the faculties of each school present will meet as school groups to write the goals of their own school--the degree of individualizing they wish to accomplish by the fall of 1973 or later. A panel of group leaders will be present at each regional meeting to help explain the plan and work with the school groups.

The regional conferences necessitate a no-school day. It will be recorded as an inservice day, which is essentially the equivalent to a day of school.

Coffee and rolls will be served during registration, beginning at 9:30 a.m. The meeting will begin promptly at 10:00, and the afternoon activities will end by 3:30. Expenses of the meeting will be paid by the OSSP--lunch, coffee and rolls, and costs of the day's program. School districts are asked to provide mileage by using school transportation or school-reimbursed travel.

A list of regional centers, a registration form, and a description of the day's activities are included in this mailing. If your school wishes to attend a different conference center from the one indicated on our schedule, simply note this on your registration form.

Please return the registration form as soon as possible.

The 1972 summer institute at Willamette University in Salem June 12-16 and next year's activities will expand this individualized instruction thrust. You are encouraged to send a team of people from your school to the summer institute to continue work on implementing the school's goals, as well as to work individually on identified weak areas of curriculum or techniques for individualizing, and to attend mini sessions in their subject area or grade level.

We'll see you at the regionals!

Don Miller

Donald F. Miller, Coordinator
OREGON SMALL SCHOOLS PROGRAM

DFM:brm

Enclosures: Registration form
Schedule of regionals
Tentative program

APPENDIX J

SUPERINTENDENT OF PUBLIC INSTRUCTION
DALE PARNELL

942 LANCASTER DR. NE.
SALEM, OREGON 97310
TELEPHONE (503) 378-3573

February 25, 1972

To: Superintendents
Principals
School Board Chairmen

Subj: Oregon Small Schools Program Plan,
"Steps Toward Greater Individualizing"

It appears that the small schools in Oregon are providing leadership in meeting their students' needs by implementing individualized instruction on a total school plan.

We endorse this thrust by the Oregon Small Schools Program and encourage your participation in the upcoming spring regional conferences which will give all of your staff members the background for making a school plan to implement individualized instruction to the degree upon which you decide. The 1972 summer institute will expand this effort by providing help in short and long-range planning and giving individuals the opportunity to attend mini courses in strategies and curriculum content.

With your cooperation and enthusiasm, this plan can have implications not only for the small schools, but for all of Oregon.

Dale P. Parnell
Superintendent of Public Instruction

DPP:brm

APPENDIX K

SCHEDULE FOR
1972 SPRING REGIONAL CONFERENCES

Theme: STEPS TOWARD GREATER INDIVIDUALIZING

Time: 9:30 am - 3:30 pm

For: Elementary and Secondary Schools

Friday, March 17
Bandon High School

Bandon
Powers
Port Orford-Langlois
Gold Beach

Monday, April 10
Prairie City High School

Crane
Fossil
Mitchell
Spray
Dayville
Long Creek
Monument
Mt. Vernon
Prairie City

Tuesday, April 11
Baker Hotel, Baker

Hereford-Unity
Huntington
Pine Eagle
North Powder

Wednesday, April 12
Elgin High School

Cove
Elgin
Union
Imbler
Enterprise
Wallowa
Joseph

Thursday, April 13
Indian Hills Motel, Pendleton

Athena
Echo
Helix
Stanfield
Ukiah
Umapine
Umatilla
Weston

Monday, April 17
Eugene Hotel, Eugene

Blachly
Central Linn
Crow
Harrisburg
Lowell
Monroe
Mapleton
Marcola
McKenzie
Alsea
Eddyville
Siletz
Waldport

Wednesday, April 19
Umpqua Hotel, Roseburg

North Douglas
Elkton
Days Creek
Camas Valley
Yoncalla
Riddle
Glendale
(Continued)

Wednesday, April 19 (Continued)
Umpqua Hotel, Roseburg

Rogue River
Prospect
Butte Falls
Paisley

Monday, April 24
Riverside School, Boardman

Arlington
Condon
Heppner
Ione
Houghton Elementary
Riverside
Sherman

Tuesday, April 25
Corbett High School

Corbett
Colton
Cascade Locks
Culver
Bonneville Elementary
Columbia Christian
Academy of the Holy Child
Concordia

Monday, May 1
Sheridan High School

Sheridan
Dayton
Gaston
Perrydale
Falls City
Valsetz
St. Paul

Wednesday, May 3
Santiam High School, Mill City

Mill City
Jefferson
Detroit
Sacred Heart Academy, Salem
Western Mennonite
Salem Academy
Mt. Angel
Mt. Angel Seminary High School
MacLaren

Friday, May 5
Warrenton High School

Vernonia
Warrenton
Jewell
Tillamook Catholic
Knappa

APPENDIX L

OREGON SMALL SCHOOLS PROGRAM
Oregon Board of Education
942 Lancaster Drive, NE
Salem, Oregon 97310

TENTATIVE PROGRAM
1972 SPRING REGIONALS

Theme: STEPS TOWARD GREATER INDIVIDUALIZING

9:30 am	Coffee and Registration
10:00	Welcome and Introductions
10:15	What is Individualized Instruction? - Buzz session
10:30	Video Tape Presentation by Jim Hargis "Steps Toward Greater Individualizing"
11:30	Group reaction and discussion
11:50	Lunch (provided by the Oregon Small Schools Program)
12:30 pm	Teachers complete pre-assessment questionnaire, assisted by group leaders
1:30	School groups meet to discuss and document goals for their own schools
3:30	Dismissal

APPENDIX M

REGIONAL MEETINGS

Mentioned exemplary programs in other schools in response to questions. Panel members responded to specific questions.

Announced at every regional meeting:

Teacher Incentive Grant Open Application Period soon to be announced.
Title III Regional Dissemination Conferences.
Availability of the Retrieval Dissemination Center at OBE
Mentioned IOX and other sources of pre-written behavioral objectives.

Summer Institute was "advertised" at every regional. One hundred seventy-nine people have already signed up for it.

Regional Conferences:		Attendance
Bandon	March 17	77
Prairie City	April 10	83
Baker	April 11	56
Elgin	April 12	99
Pendleton	April 13	95
Eugene	April 17	178
Roseburg	April 19	95
Boardman	April 24	183
Corbett	April 25	97
Sheridan	May 1	179
Santiam	May 3	122
Warrenton	May 5	94
Total		1,358

APPENDIX N

OREGON SMALL SCHOOLS PROGRAM
Oregon Board of Education
942 Lancaster Drive, NE
Salem, Oregon 97310

COMPOSITE SUMMARY
12 Regional Meetings
1358 attended
1070 evaluations returned

EVALUATION
1972 REGIONAL CONFERENCES

"STEPS TOWARD GREATER INDIVIDUALIZING"

A. Did the video presentation give you a clear overview of the project?

	1	2	3	4	5	
Clear	257	345	319	114	28	1-"Boring" Confusing 6-No Answer

B. Was the panel able to answer your questions brought out as a result of the video?

	1	2	3	4	5	
Clearly	161	274	354	178	64	Unclearly 39-No Answer

C. How do you, personally, feel about the plan, "Steps Toward Greater Individualizing"?

	1	2	3	4	5	
Very Enthusiastic	326	404	234	72	27	Reluctant 7-No Answer

Comments:

D. How did you feel about the small group (school group) session in the afternoon?

	1	2	3	4	5	
Very Good	123	233	289	89	75	Frustrated 261-No Answer

Comments:

E. I do 273 do not 404 do not know 366 tentatively plan to attend the 1972 summer institute, "Steps Toward Greater Individualizing" at Willamette University June 12-16. (27 No Answer)

F. General Comments (if any):

THANK YOU FOR ATTENDING THIS CONFERENCE. PLEASE TURN IN THIS EVALUATION BEFORE LEAVING TODAY.

APPENDIX O

INDIVIDUALIZED INSTRUCTION

PRE-ASSESSMENT

This form is confidential and will be used by you and the OSSP only as an aid in determining where you are and how you will proceed in developing and implementing individualized education.

OREGON SMALL SCHOOLS PROGRAM
Oregon Board of Education
942 Lancaster Drive, NE
Salem, Oregon 97310

_____
School

_____
Instructor

_____
Subject(s)

How To Use The

Individualized Instruction Pre-Assessment

This form will help you check on many of the details that seem to be important to help an individualized program be successful. If you wish, sit down with your school administrator and a counselor to fill out the check list.

When you are starting a program you will probably rate mostly in the 1's column. The object of the form is to help you set specific plans for changing. You can't do it by yourself. In addition to changing your own role, you are changing the role of the student. You are putting much more responsibility on his shoulders--help him.

The Assessment column indicates the topic to be considered.

Ratings are from 1 (if you are not now doing the specific item) to 5 (if you do all that is described).

The Present Status column is for honesty time. Describe it like it is.

1.0 STUDENT ORIENTED CURRICULUM

ASSESSMENT	RATING 1 2 3 4 5	MEAN	STD DEV	NUMBER OF RESPONSES FOR EACH RATING 1	2	3	4	5
.1 Is 90 percent of your curriculum spelled out in behavioral objectives?	PRESENT STATUS EXPLAIN	2.31	1.32	401	213	220	117	91
.2 Are the students provided a list of the specific course requirements in performance terms? [Does not apply to K-6.]		2.25	1.25	260	148	148	79	41
.3 Are some of your students permitted to set their own course objectives with your counsel? [Does not apply to K-6.]		2.59	1.32	187	151	150	116	68
.4 Can a student pause (for remedial assistance) and re-enter at any time without being penalized?		2.95	1.53	266	162	173	162	243
.5 Do you provide some time when each student may choose his a activity?		3.24	1.33	125	205	248	216	243

2.0 OPEN ENTRY/OPEN EXIT

ASSESSMENT	RATING 1 2 3 4 5	PRESENT STATUS EXPLAIN						
		MEAN	STD DEV	NUMBER OF RESPONSES FOR EACH RATING 1	2	3	4	5
.1 Are students permitted to complete your course requirements, receive credit and exit any time during the year?		1.76	1.36	695	67	56	54	99
.2 Are students permitted to enter your course any time during the year (which is practical to the school organization)?		3.04	1.65	299	99	144	126	303
Do you have a means of monitoring individual progression through a specific record chart? This should indicate skills and knowledges possessed by the student prior to entering your class, as well as specific accomplishments during your course.		2.31	1.35	420	191	212	113	101

3.0 FACILITIES

ASSESSMENT	RATING 1 2 3 4 5	PRESENT STATUS EXPLAIN						
		MEAN	STD DEV	NUMBER OF RESPONSES FOR EACH RATING				
				1	2	3	4	5
.1 Do class facilities provide for individual undistracted study?	| | | | |	2.27	1.33	417	210	191	117	90
.2 Does your classroom have moveable furniture?	| | | | |	4.10	1.31	86	67	111	155	605

4.0 EVALUATION

ASSESSMENT	RATING 1 2 3 4 5	PRESENT STATUS EXPLAIN						
		MEAN	STD DEV	NUMBER OF RESPONSES FOR EACH RATING 1	2	3	4	5
.1 Are pretests (written and performance) implemented for advanced study?	| | | | |	2.27	1.31	407	209	205	109	87
.2 Are students given specific advanced credit, i.e., may enter course at student's own level?	| | | | |	2.24	1.45	467	149	147	88	126

5.0 ANCILLARY SUPPORT

ASSESSMENT	RATING 1 2 3 4 5	PRESENT STATUS EXPLAIN						
		MEAN	STD DEV	NUMBER OF RESPONSES FOR EACH RATING 1	2	3	4	5
.1 Are teacher aides used if needed?		2.88	1.61	328	127	161	136	264
.2 Are <u>all</u> of the counsellors in your school familiar with specifics on how you are, or will be attempting to individualize?		2.00	1.34	519	133	128	72	83
.3 Are the majority of your administrators familiar with I. I. to back your efforts?		3.12	1.46	200	144	225	171	247

6.0 RESOURCES - MEDIA

ASSESSMENT	RATING 1 2 3 4 5	PRESENT STATUS EXPLAIN						
		MEAN	STD DEV	NUMBER OF RESPONSES TO EACH RATING 1	2	3	4	5
.1 Is AV equipment readily accessible to the instructor?	| | | | |	3.77	1.27	67	128	199	224	415
.2 Are student-operated AV materials being used?	| | | | |	2.74	1.49	312	180	202	144	195
.3 Is a subject area resource center readily accessible for acquisition of needed materials?	| | | | |	2.64	1.45	320	201	215	124	173
.4 Is there a variety of learning experiences for most concepts?	| | | | |	2.94	1.16	122	248	335	215	108
.5 Is multi-media learning being used?	| | | | |	2.96	1.21	135	231	326	196	132
.6 Do you have media (such as packages, job sheets, etc.) for the majority of your curriculum?	| | | | |	2.14	1.31	473	191	173	106	77

0 MISCELLANEOUS

	ASSESSMENT	RATING 1 2 3 4 5	PRESENT STATUS EXPLAIN						
			MEAN	STD DEV	NUMBER OF RESPONSES FOR EACH RATING 1	2	3	4	5
.1	Does your present grading system permit individualized instruction?	| | | | |	2.78	1.45	279	173	223	145	184
.2	Can you initiate individualized instruction under your present class time periods?	| | | | |	3.31	1.34	130	158	245	221	254
.3	Are you fully sold on the idea of individualizing your instruction? Explain.	| | | | |	3.67	1.27	83	97	248	223	358

OREGON SMALL SCHOOLS PROGRAM
Oregon Board of Education
942 Lancaster Drive, NE
Salem, Oregon 97310

APPENDIX P

PROFESSIONAL LIBRARY

The following materials are available on a loan basis to all Program schools:

BOOKS

Amidon, Edmund & Elizabeth Hunter, Improving Teaching. The analysis of classroom verbal instruction.

Amidon & Hough, Interaction Analysis: Theory, Research, & Application.

Applegate, Easy in English. An imaginative approach to the teaching of language arts.

ASCD Yearbooks:
Individualized Instruction, 1964
Evaluation as Feedback and Guide, 1967
Life Skills in School and Society, 1969

Barker & Gump, Big School, Small School. High school size and student behavior.

Barbe, Psychology & Education of the Gifted.

Biggs & MacLean, Freedom to Learn. Addison Wesley, 1969.

Bloom, Benjamin (Ed.), Taxonomy of Educational Objectives, The Classification of Educational Goals, Handbook I: Cognitive Domain.

Bruner, Jerome, On Knowing--Essays for the Left Hand.

Bruner, Jerome, The Process of Education.

Burchinal, Lee G., Rural Youth in Crisis: Facts, Myths, and Social Change.

Bush & Allen, A New Design for High School Education--Assuming a Flexible Schedule.

Committee for Economic Development, The Schools & Challenge of Innovation.

Curtis & Moseley, Providing for Individual Differences in the Elementary School.

Darrow & Van Allen, Independent Activities for Creative Learning.

Eble, A Perfect Education.

Educational Research Service, ERS Circular No. 3, 1969. "Evaluating Teaching Performance"

Eidell & Kitchel, Knowledge Production and Utilization in Educational Administration.

Fenton, Edwin, The New Social Studies.

Ford, Hite, & Koch, Remote High Schools: The Realities.

Goodlad, School, Curriculum, and the Individual.

Goodlad & Anderson, The Nongraded Elementary School.

Holt, How Children Fail.

Holt, How Children Learn.

Kidd, Myers, & Cilley, Laboratory Approach to Mathematics. SRA.

Koerner, J. D., Ed., The Case for Basic Education: A Program of Aims for Public Schools.

Krathwohl, Bloom, and Masia, Taxonomy of Educational Objectives, The Classification of Educational Goals, Handbook II: Affective Domain.

Mager, Preparing Instructional Objectives.

Mager & Beach, Developing Vocational Instruction. Fearon, 1967.

Massialas & Cox, Inquiry in Social Studies.

Massialas & Zevin, Creative Encounters in the Classroom--Teaching and Learning Through Discovery.

Michael, William, Ed., Teaching for Creative Endeavor. Indiana Univ. Press.

Miel, Creativity in Teaching.

Miles, Innovation in Education.

National Audio Visual Association, The Audio Visual Equipment Directory, 1971.

Nimnicht & Partridge, Designs for Small High Schools.

Oliver & Shaver, Teaching Public Issues in the High School.

Parker and Rubin, Process as Content: Curriculum Design and the Application of Knowledge.

Petroquin, Gaynor, Individualized Learning Through Modular--Flexible Scheduling.

Phillips, The Video Tape Recorder in the Classroom.

President's National Advisory Committee on Rural Poverty, The People Left Behind. September 1967.

Reno, The Impact Teacher. 3M Educational Press, 1967.

Rosenthal, Pygmalion in the Classroom.

Russell, Change and Challenge in American Education. Houghton Mifflin Co., 1965.

Sanders, Norris M., Classroom Questions: What Kind?

Schaefer, Robert J., The School as a Center of Inquiry.

Schmuck & Runkel, Organizational Training.

Selby, Robert P., Effective Discipline in School.

Spears, Harold, Curriculum Planning Through In-Service Programs.

Thelen, Dynamics of Groups at Work.

Torrance, E. Paul, Rewarding Creative Behavior.

US Dept. of Agriculture Handbook, Age of Transition, Rural Youth in a Changing Society.

Vidich, Arthur J. and Joseph Bensman, Small Town in Mass Society. Class, power, and religion in a rural community.

Tornabene, I Passed As a Teenager.

Woods, Thomas, Administration of Educational Innovations.

Sabine, How Students Rate Their Schools and Teachers. NASSP, 1971.

VIDEO TAPE

The Corbett Nongraded Language Arts Program, Corbett High School, 5/69.

SLIDE/TAPE

J. Lloyd Trump, "Improving Small Schools." 3/30/70.

FILMS

Seven 28-minute color films by Dwight Allen informally presenting educational alternatives developed in the Stanford Flexible Scheduling and Curriculum Study. A more detailed description of these films is attached.

I. Performance Curriculum I: Issues in Innovation
II. Performance Curriculum II: Issues in Organization
III. Differentiated Teaching Staff
IV. The Resource Center
V. The Open Laboratory
VI. Small Instruction Group
VII. Large Instruction Group

"Community Schools Can't Stand Still", a 40 minute black and white film from the University of Wisconsin, tells how communities of Black Earth & Mazomanie, Wisconsin, cooperated in the reorganization of a school district and construction of a new school. Shows how problems were resolved, how support for the "idea school" was developed, and how local people cooperated in a community action program resulting in a different approach to education.

"The Improbable Form of Master Sturm." This 13 minute film concentrates on student inquiry, which is the heart of gradeless education. Schools become information-centered, rather than behavior-centered. The library becomes the most important adjunct to a nongraded school curriculum.

"Answers and Questions." A 24 minute sound and color film that takes note of changing school designs and the installation of modern equipment, but raises questions about the functions of both. It questions the value of high school diplomas, academic as well as technical curricula, and suggests a closer look at the values of our society and what they mean for our schools.

"Teachers and Classes" or "Items" is a 40 minute black and white film of critical classroom incidents with alternative solutions. A Dwight Allen film.

"Focus on Behavior, No Two Alike," a 30 minute film which uses a simulated classroom to show various types of inquiry and questioning techniques to stimulate different kinds of thinking in the teaching-learning process.

FILMSTRIPS

"And Now What?" Put out by the NASSP, this filmstrip is designed to present current attitudes found on many school and college campuses, and to provoke discussion among thoughtful adults who are seeking appropriate changes. 1969.

"Thank God It's Friday!" The primary intent of this NASSP filmstrip is to present an honest portrayal of the first year of teaching so that beginners might know better what to expect. In doing so, it illustrates a number of the common mistakes in attitude and behavior made by many beginners.

APPENDIX Q

NAME _____ SCHOOL _____

OREGON SMALL SCHOOLS SEMANTIC DIFFERENTIAL

The purpose of this instrument is to measure the MEANINGS of certain things to various people by having them judge them against a series of descriptive scales. In completing this inventory, please make your judgments on the basis of what these things mean to you. On the pages of this booklet you will find different concepts to be judged and beneath each a set of scales. You are to rate the concept on each of these scales in order.

Work through this example:

If you feel that the concept at the top of the page is very closely related to one end of the scale, you should place your check-mark as follows:

Neutral

STRONG__X__:_____:_____:_____:_____:_____:_____WEAK

OR

Neutral

STRONG_____:_____:_____:_____:_____:_____:__X__WEAK

If you feel that the concept is quite closely related to one or the other end of the scale (but not extremely), you should place your check-mark as follows:

Neutral

STRONG_____:__X__:_____:_____:_____:_____:_____WEAK

OR

Neutral

STRONG_____:_____:_____:_____:_____:__X__:_____WEAK

If the concept seems only slightly related to one side as opposed to the other side (but is not really neutral) then you should check as follows:

Neutral

ACTIVE_____:_____:__X__:_____:_____:_____:_____PASSIVE

OR

Neutral

ACTIVE_____:_____:_____:_____:__X__:_____:_____PASSIVE

The direction toward which you check, of course, depends upon which of the two ends of the scale seem most characteristic of the thing you are judging.

If you consider the concept to be neutral on the scale, both sides of the scale equally associated with the concept or if the scale is completely irrelevant and unrelated to the concept, then you should place your check-mark in the middle space:

				Neutral			
STRONG	:	:	:	X	:	:	: WEAK

Consider these examples:

TEACHING METHODS

	Very	Quite	Slightly	Neutral	Slightly	Quite	Very	
good	____	____	____	____	____	____	____	bad

CLASSROOM OBSERVATION

	V	Q	S	N	S	Q	V	
meaningful	X	____	____	____	____	____	____	meaningless

Here I feel that classroom observation is very meaningful, so I checked the blank under Very on the meaningful side of the scale.

TEXTBOOK MEMORIZING

meaningful	____	____	____	____	____	____	X	meaningless

In this case, memorizing textbook passages was rated as Very meaningless.

IT IS VERY IMPORTANT THAT YOU:

(1) Place your check-marks in the middle of the space, not on the boundaries.

		this		not this		
____	____	X	____	____	X	____

(2) Be sure you check every scale for every concept -- DO NOT OMIT ANY!

(3) Never put more than one check-mark on a single scale.

Sometimes you may feel as though you have had the same item before on the inventory. This will not be the case, so DO NOT LOOK BACK AND FORTH through the items. Do not try to remember how you checked similar items earlier. MAKE EACH ITEM A SEPARATE AND INDEPENDEMT JUDGMENT. Work at a fairly high speed through this inventory. Do not worry or puzzle over individual items. This is not a test -- consequently there are no right or wrong answers. It is your FIRST IMPRESSION, the IMMEDIATE "FEELINGS" about the items that we want. On the other hand, please do not be careless, because we want your true impressions.

Go on now to the first concept on the following page.

CONCEPT: STUDENT SELECTION OF LEARNING GOALS

			Neutral				
Positive	:	:	:	:	:	:	Negative
Strong	:	:	:	:	:	:	Weak
Active	:	:	:	:	:	:	Passive

CONCEPT: PRE-TEST

			Neutral				
Positive	:	:	:	:	:	:	Negative
Strong	:	:	:	:	:	:	Weak
Active	:	:	:	:	:	:	Passive

CONCEPT: STUDENT NEEDS

			Neutral				
Positive	:	:	:	:	:	:	Negative
Strong	:	:	:	:	:	:	Weak
Active	:	:	:	:	:	:	Passive

169

CONCEPT: LEARNING RATE

			Neutral				
Positive	:	:	:	:	:	:	Negative
Strong	:	:	:	:	:	:	Weak
Active	:	:	:	:	:	:	Passive

CONCEPT: EDUCATION

			Neutral				
Positive	:	:	:	:	:	:	Negative
Strong	:	:	:	:	:	:	Weak
Active	:	:	:	:	:	:	Passive

CONCEPT: INDIVIDUALIZED INSTRUCTION

			Neutral				
Positive	:	:	:	:	:	:	Negative
Strong	:	:	:	:	:	:	Weak
Active	:	:	:	:	:	:	Passive

CONCEPT: BEHAVIORAL OBJECTIVE

			Neutral				
Positive	____ :	____ :	____ :	____ :	____ :	____ :	____ Negative
Strong	____ :	____ :	____ :	____ :	____ :	____ :	____ Weak
Active	____ :	____ :	____ :	____ :	____ :	____ :	____ Passive

CONCEPT: SUBJECT MATTER

			Neutral				
Positive	____ :	____ :	____ :	____ :	____ :	____ :	____ Negative
Strong	____ :	____ :	____ :	____ :	____ :	____ :	____ Weak
Active	____ :	____ :	____ :	____ :	____ :	____ :	____ Passive

CONCEPT: EVALUATION

			Neutral				
Positive	____ :	____ :	____ :	____ :	____ :	____ :	____ Negative
Strong	____ :	____ :	____ :	____ :	____ :	____ :	____ Weak
Active	____ :	____ :	____ :	____ :	____ :	____ :	____ Passive

CONCEPT: PRESCRIPTION INSTRUCTION

			Neutral				
Positive	:	:	:	:	:	:	Negative
Strong	:	:	:	:	:	:	Weak
Active	:	:	:	:	:	:	Passive

CONCEPT: DISCIPLINE

			Neutral				
Positive	:	:	:	:	:	:	Negative
Strong	:	:	:	:	:	:	Weak
Active	:	:	:	:	:	:	Passive

CONCEPT: STUDENTS CHOOSE LEARNING ACTIVITIES

			Neutral				
Positive	:	:	:	:	:	:	Negative
Strong	:	:	:	:	:	:	Weak
Active	:	:	:	:	:	:	Passive

CONCEPT: CHALLENGED COURSES

			Neutral				
Positive	:	:	:	:	:	:	Negative
Strong	:	:	:	:	:	:	Weak
Active	:	:	:	:	:	:	Passive

CONCEPT: ME

			Neutral				
Positive	:	:	:	:	:	:	Negative
Strong	:	:	:	:	:	:	Weak
Active	:	:	:	:	:	:	Passive

CONCEPT: CONTINUOUS PROGRESS

			Neutral				
Positive	:	:	:	:	:	:	Negative
Strong	:	:	:	:	:	:	Weak
Active	:	:	:	:	:	:	Passive

APPENDIX A

OREGON SMALL SCHOOLS PROGRAM

Small Schools Breakfast

OSBA CONFERENCE

Tuesday, November 9, 1971

OSSP breakfast attended by:

43 board members

33 superintendents

3 IED superintendents, assistant superintendents

2 principals

1 IED secretary

1 guest (board member's husband)

APPENDIX S

OREGON SMALL SCHOOLS PROGRAM
Oregon Board of Education
942 Lancaster Drive, NE
Salem, Oregon 97310
May 10, 1972

INVITATION

To: Summer Institute Group Leaders

The training session for group leaders who will be helping with the 1972 Summer Institute has been changed from May 15 to Friday and Saturday, May 19 and 20. The Friday evening session will be 7:30 p.m., May 19, at the Holiday Inn, 745 Commercial Street, SE, Salem, in the Orleans Room (downstairs). Coffee will be served. This session will probably last two or three hours.

On Saturday, May 20, we will meet 9 a.m. to 4 p.m. at Randall's Chuck Wagon, 3170 Commercial Street, SE, Salem.

This session will prepare you for your role as an "Aide" in the summer institute to work with your fellow teachers. Jim Hargis, Chuck Barker, Jerry Martin, Herb Nicholson, and John Fessant comprise the team heading the summer institute, and they will be present at this training session to work with us.

You will be on your own for dinner Friday evening and for Saturday breakfast. A group lunch will be served at Randall's. Your expenses will be reimbursed at regular OSSP rates: $1.50 breakfast, $3.50 dinner, and $9 lodging; mileage at 10 ¢ per mile. We suggest you share rides whenever possible.

If you plan to stay overnight, please make your own reservations. The Holiday Inn will meet Program rates of $9 for a single room. A reservation card is enclosed for your convenience.

Please return the enclosed response form so we know whether or not you will be able to attend this preparatory session.

Hope to see you Friday, May 19.

Donald F. Miller, Coordinator

DFM:brm

Enclosures

APPENDIX T

OREGON SMALL SCHOOLS PROGRAM
Oregon Board of Education
942 Lancaster Drive, NE
Salem, Oregon 97310
February 15, 1972

INVITATION

To: Superintendents and Principals

Subj: OSSP Administrators Meeting
(Date changed to March 1)

The Administrators Conference scheduled for March 6 has been changed to Wednesday, March 1, 10 a.m., at the Holiday Inn, 745 Commercial Street, SE, Salem. Purpose of the conference is to preview the video tape presentation on individualized instruction prepared by Jim Hargis for the series of regional meetings for your teachers to be held in April and to discuss future Program activities.

Our third-party evaluators, Educational Coordinates Northwest, recommended that the OSSP develop a paper model of individualized instruction, list alternatives, and plan Program activities according to the over-all effort. The Steering Committee approved this recommendation and directed us to formulate plans for doing this.

Jim Hargis, Oregon Board of Education, has been contracted as consultant to help us with our plan, to make the presentation for the regional conferences, and to head the 1972 summer institute. He has designed a four-step plan, accepted by the Steering Committee, "Steps Towards Greater Individualizing."

Step 1 is to define what individualized instruction should be. Step 2 is to determine where you are now in relation to your goal, step 3 is how to get there, and step 4 is to know when you have arrived.

For step 1, what individualized instruction should be, an advisory team of 11 people has been selected from your schools and is working on the philosophy/definition, glossary of terms, assessment guidelines, and goals.

This will also be worked on in the regional meetings. Because of the large number of regions in our state, Mr. Hargis will video tape his introductory presentation for these meetings. A cross-section of 45 administrators and teachers are meeting with him this week to hear his presentation and interact with him. After this opportunity to meet his audience, he will make his taped presentation. (A schedule of the regional meetings will be in the mail soon.)

At these regional meetings, school teams will be asked to write the goals of their own schools and the degree of individualizing they wish to accomplish in their schools by the fall of 1973 or later.

You are invited to come to Salem March 1 to preview the video tape and provide feedback to Mr. Hargis and us on the presentation and the plan. We urge your attendance at this meeting.

Steps 2 and 3 of the individualization plan, where you are now and how you will reach your goals, will be the basis for the 1972 summer institute. Schools will be encouraged to send teams of people to assess their schools and themselves as individuals and to develop short and long-range plans for implementing individualization. In addition, each participant will be able to work on identified weak areas of curriculum or techniques and to participate in mini courses relevant to his subject area or grade level. Group leaders from member schools and well known consultants will assist Mr. Hargis with the institute.

Step 4, the assessment and evaluation of the on-going implementation and the revision of individualized programs in your schools, as well as examination of the many alternatives for individualizing, will comprise Program activities for 1972-73.

You, the administrator, are the key to successful implementation of individualized instruction in your school. Please attend the March 1 meeting in Salem to help us with this important first step and to discuss the OSSP's services to you.

The Program will pay conference expenses; mileage at the rate of 10 cents per mile; meals, 1.50 breakfast, 2.00 lunch, and 3.50 dinner; and lodging at 9.00. Please share rides, where possible, and make your own motel reservations.

It will be helpful if you return the enclosed registration form so we know you're coming. If you have questions, please write or call us at 378-6522, our new phone number.

Don Miller

Donald F. Miller, Coordinator
OREGON SMALL SCHOOLS PROGRAM

DFM:brm

Enclosure: return form

APPENDIX U

ADMINISTRATOR QUESTIONNAIRE

1. Do you have a written total plan for implementing individualized instruction in your school?

2. If you answered no to question 1, but have such a plan for one or more specific disciplines, please list.

3. To what extent will you be able to participate in the total "Steps Toward Greater Individualizing" plan?

Name _____

Position _____

School/District _____

APPENDIX V

OREGON SMALL SCHOOLS PROGRAM
Oregon Board of Education
942 Lancaster Drive, NE
Salem, Oregon 97310

EVALUATION
ADMINISTRATORS CONFERENCE
Holiday Inn, Salem
March 1, 1972

A. Was the presentor clear and understandable in his explanation?

Clear 1 2 3 4 5 Confusing

B. Does the presentor indicate competence in the subject?

Highly
Competent 1 2 3 4 5 Less Competent

C. How do you, personally, feel about the OSSP plan, "Steps Toward Greater Individualizing?"

Very
Enthusiastic 1 2 3 4 5 Reluctant to Start

Comments:

D. How can the Oregon Small Schools Program help your school attain the goals you set?

E. General Comments (if any):

THANK YOU FOR ATTENDING THIS CONFERENCE. PLEASE TURN IN THIS EVALUATION FORM BEFORE YOU LEAVE.

APPENDIX W

OREGON SMALL SCHOOLS PROGRAM
Oregon Board of Education
942 Lancaster Drive, NE
Salem, Oregon 97310

56 Attended Conference
49 Evaluations Returned

Attendance represented:
32 Districts
4 Nonpublic schools
4 IED's

EVALUATION SUMMARY
ADMINISTRATORS CONFERENCE
Holiday Inn, Salem
March 1, 1972

A. Was the presentor clear and understandable in his explanation?

No ans - 1

	1	2	3	4	5	
Clear	16	21	6	1		Confusing

(4 rated am confusing, pm clear)

B. Does the presentor indicate competence in the subject?

	1	2	3	4	5	
Highly Competent	35	13	1			Less Competent

C. How do you, personally, feel about the OSSP plan, "Steps Toward Greater Individualizing"?

	1	2	3	4	5	
Very Enthusiastic	22	22	4	1		Reluctant to Start

Comments:

Some things need to be more clear to me.
Need cooperation of Board and staff to implement--takes time and effort.
A definite need, but will have to go slowly.
I'm willing to begin.
I feel this is a worthwhile project, and I will be interested in seeing the outcome in our local school.
I think we are already into this and need desperately to define our actions to date and plan a long-range program.
I made my point in discussion.
Enthusiastic but worried. How do I do a good job with this in addition to every other need and demand--time?!
Very helpful.
I'll need help selling this to my staff and hope regional can start this.
Good program, if questions can be answered.
Presentation improved as presentor fielded and reacted to questions from the audience.
I feel that this sounding session will help you solidify planning.
I believe we've been taking steps all along. I feel longer strides are certainly necessary.
The program has created discussion which should clear the air and create more cohesive effort among districts.
A needed program. Teachers have expressed need for people to give training.
My feelings differ according to the different subject areas.

To begin implementing any form of individualized instruction it would be necessary to reorganize several priority items scheduled for next year . . i.e. self evaluation and vocational education. This becomes a "stumbling block" for the program.
I was most pleased.
We've become believers!
The real problem will be to motivate faculty, especially elementary faculty. Let's make it really go.
This program will need to proceed slowly.
Don't kid yourself. The morning session caused the wholesome afternoon session today.
I believe many points were severely misunderstood by members of the audience.
Teacher participation is a must.

D. How can the Oregon Small Schools Program help your school attain the goals you set?

Resource.
I feel that since OBE is "our board" [Deaf School] that the possibilities are unlimited for us.
Give help when we request it.
By having someone available that can come in and help us at times in case we get bogged down.
Keep up the effort toward major and specific goals and in a concentrated manner.
Continue with your planned programs.
A good regional presentation.
After regional I can answer better.
Understand what "Individualizing School Program" really is. Convince teachers that this is the way to go in education and all teachers capable of doing so.
I feel the staff is more aware of many changes taking place in education today.
Keep the info coming--we need help in the form of "helpful hints", etc.
Consultant help.
OSSP can and will get my school started and involved in STGI.
Consultant service--individualized.
By helping us with inservice for faculty. Examples of individualized instruction and behavioral objectives.
Unsure at this time.
Model plans of existing programs. Working with teacher preparation institutions to get them to update their programs so people (teachers) in the field can get help from there.
1. Evaluation of present program in our school. 2. Evaluation of what the school is trying to accomplish in the way of curriculum revision and individualization.
Specific ideas on implementation of individualized program. Need good explanation on "why" need the program. Maybe a model with results showing value of the same.

Continue to provide the services to the questions and materials asked.
I would hope that they will become helpful. I agree with the concept of Individualizing.
Help at local staff meeting.
I hope the regional and the summer institute will help attain our goals.
A list of people to contact for inservice training in various areas.
By putting out all the materials possible on the subject.
I feel the OSSP is off to a good start. As was brought out today we need some models. I for one am confused as where to start. This is where assistance is needed.
It remains to be seen. Hopefully, a great deal.
Help us set up a TV class presentation through DCE on Individualizing that the district might possibly fund.
Fortify the administrators.
The tentative program seems good.
To give suggestions to bridging the gap between elementary and secondary schools and toward individualizing total program.
Hopefully help sell individualized instruction to some faculty and board members.
Printed models must be available, e.g. reporting, scheduling, pre-service, in-service, instructional packages/programmed instruction, continuous progress.
Continue the current pressure trend.
Work with OBE to develop incentive goals that aid students and teachers in developing innovative programs.
We will let you know!

E. General Comments:

Helped me understand what's going on. Sorry I am new to the Program.
Worthwhile day.
It will take a while to assess the proposal, react to it and decide upon degree of implementation.
I am most pleased with the efforts you are making. The impact will be felt much more now than in the past because the focus is on one area.
I have a better knowledge now about your program. I see a need for this.
Session gave me something to start on with teachers. A good preview.
Jim Hargis very capable in his presentation. I enjoyed the day.
The morning session was rather confusing, however Jim immediately recognized the discrepancies in communication and rectified the situation in the afternoon. He did a good job.
More help in selling teachers on this.
The first step--of a long walk--but every trip begins there. Confusion and frustration became clear through Jim's lucid explanations and patience.
This may be the way to go, but we will need a lot of help.

The opening video tape was too general--more like a faculty room discussion. The graphs and lines used in the afternoon would do a better job.

Good session. I felt you and Jim wanted beedback from the administrators and got it. I hope their problems discussed here will provide a good regional inservice session.

You must feel like you're banging your heads against a brick wall! Please don't let this discourage you. It's going okay.

Take a look at Columbia School, Portland. (It's not a large school.) I will be making a visitation tomorrow upon recommendation of the NW Regional Elem. School Prin. Association.

I enjoyed the session very much.

Morning session a bit too theoretical. Needed to jump into the heart of the topic sooner. Pre-assessment instrument is a good starting place.

I see this as a major project--both staff and administrative. For this reason it would be necessary to eliminate a couple of projects for next year.

Let's start at the gun rather than 15 minutes late.

I always come away from OSSP well pleased.

I believe we need this, so let's do it! How about bringing a couple of kids, a master individualizer, and show us how it could be operated.

This is a needed program, but in any relatively new program administrators and teachers will need to act slowly.

I would like the continued close communications in disseminationg information from other small schools.

Very informative.

What is [has been] great about your leadership, Don Miller, is your ability to bring in resources, i.e. philosophers, practioners, and enthusiastic participation.

I have been interested in this kind of program for sometime.

This can give us definite direction in our program.

APPENDIX X

OREGON SMALL SCHOOLS PROGRAM

VISITATION LOG

1. SCHOOL_____ Member___ Non-member___

   Enrollment_____ Staff_____

2. VISITATION DATE_____ HOURS SPENT_____

3. Number of People Contacted:

   _____Administration _____Staff _____Students

4. Dissemination

   A. Materials Distributed:

   B. Verbal Information (Identify):

5. Consultive Help Given (describe briefly):

6. Assessing School's Needs (describe briefly):

7. Soliciting Membership:

   A. Talked to:

   B. Results:

   C. Follow-up Needed:

8. Promising Practices Identified:

4. Materials Distributed During OSSP Visitation Program

19	NWREL Booklets
2	SABRE Booklet
1	SABRE Schedule
3	Shelby's Book
5	Sheridan High School History Electives
1	Learning Packages on English
4	Pilot Project Application
5	Hart's Video Tape
4	Video Tape in Elementary
6	Visitation Applications
1	Summer Materials
10	Teacher Incentive Grants
1	Ecology Project
3	6 year High School Material
8	Title III
2	Early Child Information
1	Manzanita Project
1	PACE Manual
5	Letter of Intent
1	Reprints of NASSP Bulletin
1	Career Education Report
3	Siletz Program
1	Materials on Foreign Language
1	Hubbell's Presentation Notes
1	SAVE Project

1	Lynch P.E.
5	Colton Office Manual
1	VTR in the Classroom
1	Courses for other Schools
1	Evaluative Criteria Information
1	Objectives and Goals
2	Vocational Information
1	Non-graded Language Arts
1	Reading Materials - Title III and Others
1	GRASP Materials
1	Reading Program

4B. Verbal Information Conveyed During OSSP Visitation Program

2	GRASP
2	Publication for Board Members
1	Cooperative Teaching
11	Dayton Program Ideas
1	OASSP Small Schools
1	Non-graded Program
1	Non-graded Language Arts
1	Administrative Certification
5	Scheduling
1	Pilot Projects
1	Innovative Schools
2	Title I and III
1	Teacher Evaluation
1	NWREL
1	Elementary Evaluative Criteria
1	Career Ed.
1	Visit Pilot Project
1	Check with Vo-Ed on Certification
2	Community Relation OBE Material
1	Lab Systems Materials
1	Video Tape
1	Vice Principal's Duties
1	Warrenton Reading
1	History of Program
1	Elementary Involvement

5. Consultive Help Given During OSSP Visitation Program

# Times	
1	Ways to keep up with all the programs started.
1	Reading Information
1	Called Career Education, Salem
4	Scheduling Phasing
1	Scheduling - quarter system
5	Vocational
1	Involving Staff
1	Variable Time Scheduling
1	Outdoor Education
1	Evaluative Criteria
1	Revision of English Program
1	Needs help in Career Education
1	Scheduling
1	Ways of Assessing Needs
1	In-service Programs
1	Non-graded Elementary
1	Helped Organize In-service program
1	Sources of funding
1	Visitations of other schools

6. Informal Assessment of School's Needs During OSSP Visitation Program

Number	
1	Reading 4-8 Non-graded
1	Cooperative Teaching Program Developed
1	Goal for year - curriculum improvement
2	Management objectives
3	Need help for Reading
1	Music
2	Dist. Evaluation
1	Scheduling
1	Science
1	Math
1	Reading Objectives
1	Team teaching ideas
1	Individualizing
1	Unstructured Time
2	Teacher Evaluation
1	Counseling
1	Career Education
3	School Evaluation
6	Vocational area help
1	Trips for students to outside world
1	Elementary Guidance Service
5	In-Service
1	Elective programs

APPENDIX Y

1971-72 EVALUATION

OSSP CHECKLIST

_____ Administrator R.S. _____

_____ Teacher Date _____

1. NAME(s) _____ SCHOOL _____

2. GENERAL INFORMATION:

   A. Age Category: _____ Under 25 _____ 25-40 _____ 40-55 _____ Over 55

   B. Years Experience: _____ Less than 5 _____ 5-10 _____ 10-20 _____ Over 20

   C. Date of Most Recent Training: _____ Type: ___ SS ___ DCE ___ Workshop

   D. Previous OSSP Activities: Identify:

   E. Length of Time in this School District: _____ years.

   F. How important do you think the need is for major changes in our educational system?

      _____ Little _____ Some _____ Considerable _____ Urgent

   G. How does district reward innovative efforts?

      _____ Not at all _____ More money _____ Recognition _____ Support and help

3. Did you plan to implement a change as a result of the OSSP Summer Conference?

   _____ No (go to question #4)

   _____ Yes (go to question #5)

4. Reasons for an answer of NO for question #3:

   A. _____ Required to attend conference

   B. _____ Came to conference for credit only

   C. _____ Came to conference to enjoy myself and meet people (vacation)

   D. _____ Satisfied with what I am doing, no need for change

   E. _____ No ideas presented which I wanted to try

   F. _____ No time after conference to plan and prepare

(Continued on next page)

G. Didn't feel my ideas would be accepted by:

_____ Administration

_____ School Board

_____ Community

_____ Other teachers

_____ Other (identify)

H. Resources not available

_____ materials

_____ money

I. Other: (Identify)

5. Have you or will you implement your conference project?

_____ No (go to question #6)

_____ Yes (go to question #7)

6. Reasons for an <u>answer of NO</u> to question #5:

A. _____ Administration wouldn't permit

B. _____ Needed resources not available

C. _____ School Board Regulations (Explain)

D. _____ State O.B.E. Regulations (Explain)

E. _____ Rest of Staff wouldn't cooperate

F. _____ Organizational factors

_____ not possible to schedule

_____ couldn't arrange transportation

_____ other:

G. _____ Personal reasons

_____ Didn't have time to plan and prepare

_____ Got "cold feet"

_____ Didn't feel adequately prepared

_____ Other:

(Continued)

H. _____ Community wouldn't accept program

I. _____ Other:

7. If answer to #5 was YES:

A. Date project started or will start:

*B. Brief Project Description:

*C. Project Goals and Objectives:

*D. Evaluation plan:

(1) Baseline data

(2) Feedback planned

(3) Post evaluation design

*Get copies of any of this which is available.

APPENDIX Z

OSSP EVALUATION

During the 197 -72 school year, Mr. Donald Miller, Director of the Oregon Small Schools Program made a number of visits to selected Oregon small schools. Your school was visited during this time.

Would you please assist Mr. Miller and the Oregon Small Schools Program by responding to a few questions? Thank you.

1. To what extent did the visitation by Mr. Miller disseminate new ideas or materials?

Virtually None		Some		Substantial Amount		A Great Deal
: : : :	: : : :	: : : :	: : : :	: : : :	: : : :	: : : :

Please give an example of material or idea.

2. To what extent did the visitation by Mr. Miller assist you in the identification of the unique needs of your school that might be met by the Oregon Small Schools Program?

Virtually None		Some		Substantial Amount		A Great Deal
: : : :	: : : :	: : : :	: : : :	: : : :	: : : :	: : : :

Please give an example of what he helped you with.

3. To what extent did the visitation by Mr. Miller help to clarify Oregon Board of Education goals, policies or procedures?

Virtual'y None		Some		Substantial Amount		A Great Deal
: : : :	: : : :	: : : :	: : : :	: : : :	: : : :	: : : :

Please given an example of how he helped.

educational coordinates
NORTHWEST OFFICE
607 CHEMEKETA STREET, N.E. SALEM, OREGON 97301 (503) 581-4440

4. To what extent did Mr. Miller's visit provide you with a general consultive resource?

Virtually None				Some				Substantial Amount				A Great Deal			
|	:	:	:	|	:	:	:	|	:	:	:	|	:	:	:	|

Please give an example of consultive assistance.

5. Should the Oregon Small Schools Program continue to have Mr. Miller allocate about thirty (30) working days to these visitations? The visitation time should be:

   a. increased _____

   b. decreased _____

   c. about the same _____

   d. no opinion _____

   e. reallocated to other Oregon Small School activities _____

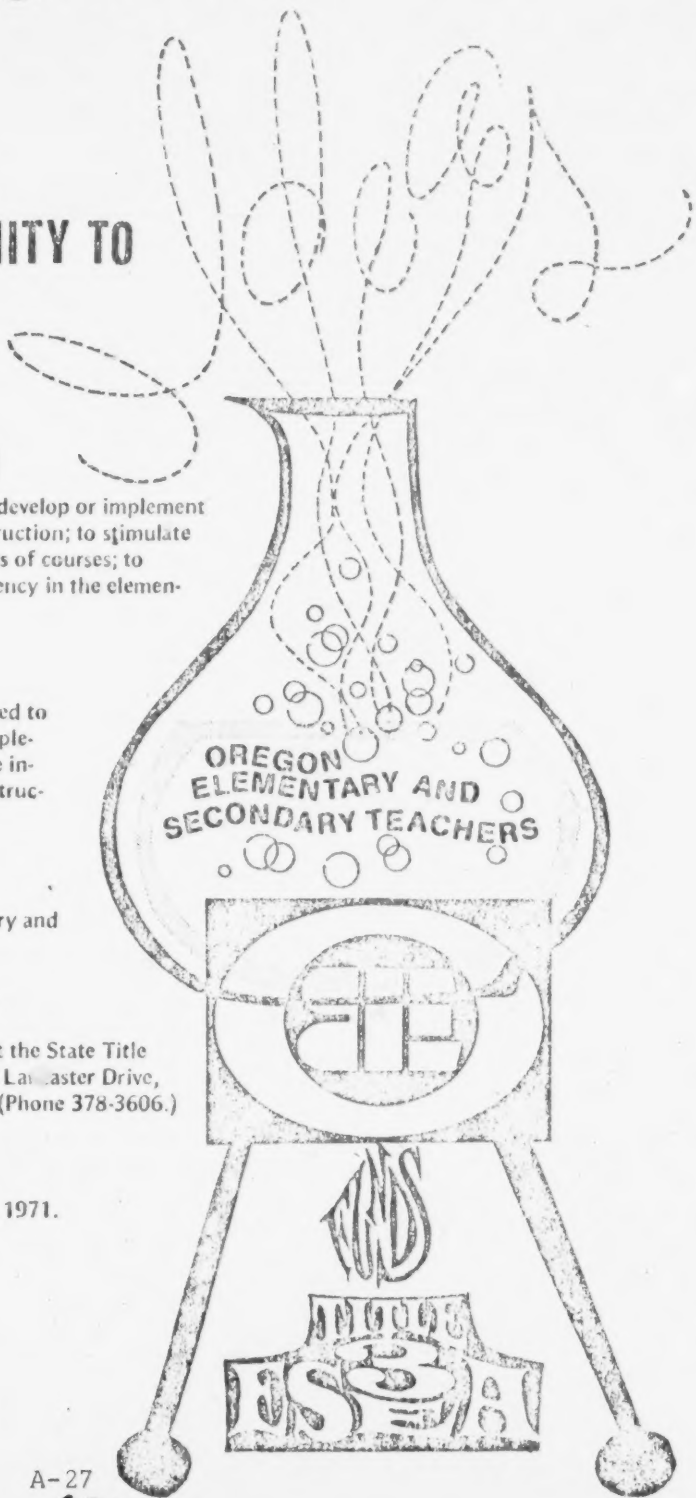
6. Additional Comments:

Thank you for your assistance. Please note that the return address and postage are printed on the back of the form. Please fold, staple and return as soon as possible.

TEACHER INCENTIVE GRANT PROGRAM

So, you have an idea.....

**IDEAS WON'T KEEP.
HERE'S YOUR OPPORTUNITY TO
DO SOMETHING ABOUT
THEM!**



Purpose of the Program

To encourage instructional personnel to develop or implement alternative techniques or procedures of instruction; to stimulate the development of courses of study or parts of courses; to improve instructional effectiveness or efficiency in the elementary and secondary schools in Oregon.

Eligible Projects

Funds granted (up to $1,000) may be used to pay all or part of the cost of developing, implementing, and evaluating projects to improve instructional effectiveness or efficiency of instruction through innovative approaches.

Eligible Applicants

Certificated teachers in Oregon elementary and secondary schools.

Applications for Grants

If you are eligible and interested, contact the State Title III Office, Oregon Board of Education, 942 Lancaster Drive, NE, Salem, Oregon 97310, for application. (Phone 378-3606.)

Submission Date

The first submission date is November 1, 1971.

APPENDIX BB

TEACHER INCENTIVE GRANT PROGRAM
TITLE III, ESEA

Purpose of the Program:

The purpose of the program is to encourage instructional personnel to develop or implement alternative techniques or procedures of instruction and to stimulate the development of courses of study or parts of courses and to improve instructional effectiveness or efficiency in the elementary and secondary schools in Oregon.

Eligible Applicants:

1. The Screening Committee is authorized to award grants (up to $1,000) to any certificated teacher in elementary and secondary schools in Oregon.

2. The Screening Committee is also authorized to award grants (up to $1,000) to grantees in behalf of departments.

Eligible Projects:

Funds granted may be used to pay all or part of the cost of developing, implementing and evaluating projects designed to carry out the following purposes:

1. To encourage the development or implementation of alternative techniques or procedures designed to improve instructional effectiveness or efficiency of instruction.

2. To develop and test courses of study or parts of courses to improve instructional effectiveness or efficiency. In this connection, projects may be designed to:

   a. Develop and test courses of study or parts of courses which feature predictable student achievement of prestated student performance objectives.

   b. Stimulate the implementation of innovative approaches to instruction with the various elementary and secondary schools as necessary to familiarize faculty and administrators with newly developed instructional methodology.

Applications for Grants:

Any applicant eligible for a grant may submit an application on or before the date prescribed below and in accordance with the following instructions.

Submission date. Applications for the first submission date shall be received at the Title III, ESEA Office, Room 213 North Building, Oregon Board of Education, 942 Lancaster Drive, NE, Salem, Oregon, 97310, no later than 5:00 p.m., November 1, 1971.

Application shall contain:

Part I - Statistical Information
Part II - Budget Proposal
Part III - Narrative Description of Project

Screening Committee Membership Shall Consist of:

One member from each of these organizations --

Title III Staff
Oregon Board of Education Staff
Oregon Small Schools Program Steering Committee
Title III Advisory Council
A Parochial School Representative
Oregon Association of Classroom Teachers
Oregon Association of Secondary School Principals
Oregon Elementary School Principals Association
Oregon Association of School Administrators
Oregon Association of Intermediate and County Superintendents

Ex Officio members --

Title III staff
Oregon Small Schools Program Executive Committee

Applications for Grants:

Any applicant eligible for a grant may submit an application on or before the date prescribed below and in accordance with the following instructions.

Submission date. Applications for the first submission date shall be received at the Title III, ESEA Office, Room 213 North Building, Oregon Board of Education, 942 Lancaster Drive, NE, Salem, Oregon, 97310, no later than 5:00 p.m., November 1, 1971.

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One member from each of these organizations --

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Title III Advisory Council
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Oregon Association of Classroom Teachers
Oregon Association of Secondary School Principals
Oregon Elementary School Principals Association
Oregon Association of School Administrators
Oregon Association of Intermediate and County Superintendents

Ex Officio Members --

Title III staff
Oregon Small Schools Program Executive Committee

GLOSSARY OF TERMS

Instructional personnel	- certificated teachers in Oregon elementary and secondary schools.
Department	- Two or more teachers organized under a subject heading, i.e. English department; or two or more teachers organized as a "team"; or teachers in two or more subjects using the interdisciplinary approach in the teaching process.
Program	- An approved project encouraging certificated teachers to develop and implement innovative methods of instruction through incentive grants.
Screening Committee	- A representative group of persons responsible for reviewing and approving applications submitted under the program.
Grantee	- The local education agency or the person designated to receive funds awarded under a grant.
Grant	- That portion of Title III funds awarded to support a project for a specific period.
Applicant	- A person eligible under this program to submit an application for funds.
Project	- An identified program of activity which has been approved for funding by the Screening Committee.
Project Period	- The total period of time, not to exceed one year, for which a project may be supported.
Innovative	- New or improved educational ideas, practices or techniques.

GUIDELINES FOR APPLICATIONS

1. The project must be operational during the school year.
2. Preference will be given to projects which operate during the school day.
3. Expenditures for equipment should be kept to a minimum.
4. Expenditures for supplemental payments to teachers should be kept to a minimum. The responsibility for payment of all federal and state income taxes and any other charges imposed by law shall be the sole responsibility of the grantee.
5. Any funds not spent or encumbered by the end of the grant must be returned (along with an account of those monies that were spent or encumbered) to the Title III, ESEA Office.
6. Funds cannot be used to finance any program(s) already in operation.
7. Funds cannot be used to provide services which are the responsibility of the school system to provide (i.e., the project must be supplementary to the existing level of instruction).
8. Final reports (evaluation and financial) are to be sent to the Title III, ESEA Office within thirty days following the termination of the grant.
9. All equipment purchased with incentive grant funds must be used only for the purposes of the project. Disposition of the equipment will be resolved at the termination of the grant.
10. Funds may be awarded through a school district and/or a certificated teacher approved by the school district.
11. The school district must agree to cooperate with the Title III, ESEA Office in disseminating project information.
12. Projects will be funded for only one year and are not renewable.
13. No funds awarded under the incentive grant program are to be used for overhead items.

INCENTIVE GRANT APPLICATION
Title III, ESEA

Part I - STATISTICAL REPORT

1. Project Title _____

2. Applicant's Name _____

3. Name of School _____

4. Address _____

_____ zip _____ Phone _____

5. Cooperating Applicants (if any)

Name_____ Address _____

Phone _____ _____

Name_____ Address _____

Phone _____ _____

Name _____ Address _____

Phone _____ _____

6. Estimated Project Commencement Date _____

7. Estimated Project Completion Date _____

8. Total Funds Requested _____

9. Person authorized to receive grant (type) _____

Title or Position _____

Address _____

_____ zip _____ Phone_____

I hereby certify that the information contained in this application is, to the best of my knowledge, correct.

_____ _____

Applicant's Signature Chief School Officer's Signature

INCENTIVE GRANT APPLICATION
Title III, ESEA

Part II - BUDGET ESTIMATE

Project _____

Period covered _____ _____

Personnel Services

_____ _____
_____ _____
_____ _____

Total Personnel Services _____

Services and Supplies

_____ _____
_____ _____
_____ _____
_____ _____
_____ _____
_____ _____
_____ _____
_____ _____
_____ _____
_____ _____

Total Services and Supplies _____

Capital Outlay

_____ _____
_____ _____
_____ _____
_____ _____

Total Capital Outlay _____

Total Budget _____

INCENTIVE GRANT APPLICATION
Title III, ESEA

Part III - NARRATIVE

(Please use additional pages, if necessary.)

IDENTIFICATION OF NEED: (Spell out the rationale for your plan. What need or problem will you try to resolve?)

TARGET GROUP:

DESCRIPTION OF THE PLANNED PROJECT:

OBJECTIVES:

ACTIVITIES: (A description of the activities or methods planned to meet your objectives.)

EVALUATION PLAN: (How do you plan to measure whether or not this project is effective? Periodic progress reports are requested.)

INCENTIVE GRANT PROJECT
Title III, ESEA

FINAL BUDGET REPORT

(To be submitted to the Title III, ESEA Office, Oregon Board of Education, not later than 30 days after project termination.)

Project _____

Period Covered _____

	Budget Estimate	Actual Expenditures
Personnel Services		
_____	_____	_____
_____	_____	_____
_____	_____	_____
Total Personnel Services	_____	_____
Services and Supplies		
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
Total Services and Supplies	_____	_____
Capital Outlay		
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
Total Capital Outlay	_____	_____
TOTAL Amount Budgeted	_____	Actual _____

$_____ granted was spent for purposes covered in this grant; $_____ is being returned with this report.

_____ Grantee

_____ Chief School Officer

APPENDIX CC

TEACHER INCENTIVE GRANT PROGRAM
-REVIEW COMMITTEE MEMBERS-

1. Dr. Bill Sampson
Director
College of Education
Southern Oregon College
Ashland, Oregon

2. Mr. John Herbert
Specialist
Secondary School Administration
Oregon Board of Education
Salem, Oregon

3. Dr. Norman Riggs
Principal
Lake Oswego High School
School District #7
Lake Oswego, Oregon

4. Mr. Dea Cox
Superintendent
South Umpqua School District #19
Myrtle Creek, Oregon

5. Mrs. Virginia Anderson
Elementary Teacher
Portland School District #1
Portland, Oregon

6. Sister Ann Dillon
Teacher
Cathedral Convent
Parochial Schools
Portland, Oregon

7. Mr. Gordon Corner
Principal
Silver Lea Elementary
Eugene School District #4J
Eugene, Oregon

8. Mrs. Betty Parrett
Supervisor, Elementary Education
Linn-Benton IED
P.O. Box 967
Albany, Oregon

9. Dr. Louis Rochon
Assistant Superintendent
Roseburg School District #4
1058 W. Harvard Avenue
Roseburg, Oregon

APPENDIX DD-1

January 24, 1972

Dear Colleague,

Last fall $20,000. of Title III ESEA money was made available to fund individual projects developed by classroom teachers from a fund called The Teacher Incentive Grant Program. The funds granted (up to $1,000. per project) could be used to pay all or part of the costs of developing, implementing, and evaluating programs through innovative approaches. Two hundred twenty-eight (228) applications were received and 25 projects were subsequently funded.

Within the next 3 months, the Title III Advisory Council will be deciding whether or not to continue the program for the next school year. Educational Coordinates has been retained by the Oregon Board of Education to gather information which will assist the Title III Advisory Council in making this decision.

We randomly selected 315 of the teachers who did not submit projects for funding. As one of those selected (did you ever think it would happen to you?) would you be kind enough to take the few minutes needed to respond to the enclosed questionnaire?

As is customary in surveys of this type, the source of the returns will in no way be identified in the report given to the Advisory Council.

To be valid, this size sample requires a 100% return. When completed, please fold and staple. The return address and postage are preprinted on the reverse side. Your cooperation is very much appreciated.

Sincerely yours,

Ray Talbert

Ray L. Talbert
Educational Coordinates Northwest

RLT:jc

Enclosure

educational coordinates
NORTHWEST OFFICE
607 CHEMEKETA STREET, N.E. SALEM, OREGON 97301 (503) 581-4441

NO. _____

TEACHER INCENTIVE GRANT QUESTIONNAIRE
(Non-applicants)

1. Did you know about the Teacher Incentive Grant Program?

   _____ YES (Answer questions 2 and 3)

   _____ NO (Answer question 3)

2. I knew about the Teacher Incentive Grant Program but did not apply for the following reason(s). Check all those appropriate.

   A. _____ I didn't have a project in mind.

   B. _____ The deadline for applying didn't give me enough time to prepare an application.

   C. _____ The application format and procedure was too involved.

   D. _____ The amount of money (maximum of $1,000.) was not sufficient for what I had in mind.

   E. _____ The "odds" of not being funded were too great to warrant spending the time to prepare the application.

   F. _____ Other (specify):

3. If the program is available for the 1972-73 school year and applications can be made this spring:

   _____ I would definitely apply for a grant.

   _____ I would probably apply for a grant.

   _____ I am undecided.

   _____ I would probably not apply for a grant.

   _____ I would definitely not apply for a grant.

Please fold, staple and mail to Educational Coordinates.

THANK YOU.

APPENDIX DD-2

March 1, 1972

Dear Colleague:

The Teacher Incentive Grant Committee has asked us to conduct a rather extensive evaluation of this use of Title III, ESEA funds. They will use the findings to assist them in determining the future of the program. A stated purpose of the program is to encourage instructional personnel to develop or implement classroom alternatives. The questions we are directing to you as an applicant who was not subsequently funded, deal largely with the extent to which the program motivated you to plan a project and the degree to which you were able to implement your plan even though you did not receive funding.

We want to stress that your answers to this survey will be statistically reported to the committee. No names of schools or individuals will in any way be made known to the committee or included in our report. If you should decide to resubmit your project (assuming the program is continued) your response to this survey can in no way effect the decision of the selection committee. The code number on the survey is used for a follow-up mailing if this should be needed for any reason.

Your response to this brief survey will provide the committee with essential information and we sincerely appreciate your taking the few minutes needed to complete the survey. We really do need the information from each of you who applied in order to present a valid report to the Committee. The Title III Advisory Council is meeting on March 14, therefore we need your response as soon as possible.

Please note that the survey form has the return address and postage pre-printed. Please staple as indicated and return to us.

Thank you very much.

Sincerely yours,

Ray Talbert

Ray L. Talbert
Educational Coordinates Northwest

RLT:jc

Enclosure

educational coordinates
NORTHWEST OFFICE
607 CHEMEKETA STREET, N.E. SALEM, OREGON 97301 (503) 581-[illegible]

TEACHER INCENTIVE GRANT SURVEY

Applicants Not Funded

I. The possibility of receiving Teacher Incentive Grant funds:

_____ motivated me to formulate and plan a classroom practice which I had not already considered.

_____ motivated me to plan the implementation of practice which I had been thinking about but hadn't implemented.

_____ caused me to revise and more thoroughly plan the implementation of a practice which I had already been doing to some degree.

Comments:

II. Having planned the implementation of a classroom practice due to completing the Grant application:

A. _____ I have implemented the practice substantially as submitted.

If so,

_____ The district supplied the additional funds needed.

_____ I was able to do so by reallocating funds already available.

_____ I was able to do so because funds were made available from another source (community, industry, etc.)

_____ I was able to do so without having any additional funding.

B. _____ I have implemented the practice to some degree. I was able to do so because:

_____ Some additional funds were made available by the district.

_____ Some monies from the current budget were reallocated.

_____ Other funds were available.

_____ The portion I did implement needed no additional funds.

_____ Other or comments:

C. _____ I have not implemented the practice.

April 10, 1972

To: TIG Advisory Committee

From: Ray Talbert, Educational Coordinates

Subject: On-Site Visit Check-List

Enclosed are the on-site visit checks as modified at the April 7th meeting. They include:

1. Project Planning and Management
2. Project "Success" (meeting project objectives)
3. Project Evaluation Plan
4. Project "Spin-off: and Serendipity
5. Project Continuation Plans
6. Questions Regarding TIG Program

The on-site visit is designed to gain information regarding these six areas from three sources.

1. The Principal/Superintendent
2. The Grantee
3. From your observations and questioning.

Enclosed is a Principal/Supt. Check-list; a Grantee Check-list (2 pages) and the Evaluator Check-lists (2 pages):

For each question on the evaluator check-list, I have listed a number of possible indicators which you would look for to help to make the rating asked for at the bottom of the page. There is a comment section for you to use to briefly document the evidence. All indicators may not be available or appropriate. The list is to suggest questions to ask, documents to look for, and observations to make. The first 3 indicators on the Program Success Form relate to success, the balance are indicators of an effective evaluation plan.

Whenever the 5 point rating is indicated, please place your check as in the following example.

: ____ : ____ : ____ : X : ____ :

Very Limited Extensive

In order to help make a judgment regarding the placement of the ranking use this general rating scale.

1. Very limited
2. Limited
3. Moderate
4. Considerable
5. Extensive

Please return your evaluation forms directly to:

Educational Coordinates
607 Chemeketa Street, N.E.
Salem, Oregon 97301

OFFICERS and DIRECTORS
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educational coordinates
NORTHWEST OFFICE

III. If the Teacher Incentive Grant Program is available again next year:

_____ I will resubmit my previous application.

_____ I will probably resubmit.

_____ I am undecided.

_____ I will probably not resubmit.

_____ I definitely will not resubmit.

OR

_____ I plan to submit a new (different) proposal.

IV. Comments which you feel would be helpful to the Teacher Incentive Grant Committee:

Respondent - Principal/Supt.

_____ _____

Project School

1. Did you experience any unusual difficulty in managing the TIG funds?

_____ yes _____ no. If you, explain. How could funding arrangement be improved?

2. In your judgment, how successful is your TIG Project?

:_____:_____:_____:_____:_____:

Unsuccessful Very Successful

3. Cite instances where the TIG Project has caused other changes to occur: Have others adopted the practice or plan to? Any unexpected spin-off? (positive or negative.)

4. Do you plan to continue the presently funded TIG Project next year?

_____ yes _____ no

_____ new money budgeted Explain:

_____ reallocation of budget monies

_____ additional money not needed to continue

5. Do you plan to encourage teachers to apply for future TIG grants?

_____ yes _____ no _____ undecided

6. Comments:

ADDENDUM TO CHECK-LISTS

PRINCIPAL

3a. To what extent did having a TIG project in your school motivate other teachers to plan and implement classroom innovations?

____ none _____ 1-3 _____ 4 or more
(Number of Teachers)

GRANTEES

6a. To what extent did having a TIG project in your school motivate other teachers to plan and implement classroom innovations?

_____ none _____ 1-3 _____ 4 or more
(Number of Teachers)

To Evaluator: The above questions are related to 3 and 6 on the original forms. In addition to the above you could probe for other spin-off both positive and negative.

Respondent - Grantee

Project	School	Teacher

Questions:

1. How accurate were your budget projections compared to what your needs actually were?

   _____ Too Low _____ About Right _____ Too Much

2. Have you faced any unusual problems in obtaining and spending the Grant monies?

   _____ yes _____ no. If yes, please clarify.

3. Are you "on target" (time-wise) in implementing the project? If not, what problems did you face, which if identified, might help future grantees?

4. Have you significantly altered your project? If so, why?

5. How would you rate the success of your project, related to meeting your project objectives?

   :_____:_____:_____:_____:_____:_____:
   Unsuccessful Very Successful

6. Can you identify instances where your project has caused others to change? (e.g.) Do any other teachers plan to implement your project? Any unexpected results? (Positive or negative.)

Respondent - Grantee

Project	School	Teacher

7. Do you plan to continue your project next year?

_____ yes _____ no

_____ substantially the same Why not?

_____ with modifications

8. Reactions to the TIG Program

a. Should the TIG Program be continued?

_____ no _____ undecided _____ yes

b. Comments:

9. Do you plan to submit a new TIG Project next year?

_____ yes _____ probably not

_____ probably _____ no

_____ undecided

10. Suggestions for the TIG Advisory Committee.

Evaluator _____

FOR USE BY EVALUATOR

Project	School	Teacher

Category: Project Management

Question: Have project funds been expended as budgeted?

Indicators	Comments
1. Ask teacher to clarify	
2. Ask to see records: Invoices, purchase orders.	
3. Equipment in evidence	
4. Materials in evidence	

Evaluator's Rating: According to the evidence available, expenditure of funds related to the budget are:

_____ Substantially as budgeted _____ Reasonably so _____ Extensive changes

Comments:

Evaluator _____

FOR USE BY EVALUATOR

Project	School	Teacher
_____	_____	_____

Category: Program Success - Extent to which program is meeting objectives -- and program evaluation.

Indicators (use those appropriate)	Comments
1. What can teacher tell you verbally as to outcomes?	
2. Any evaluation results available for you to see?	
3. Talk to students, teacher aides, other teachers.	
4. Can teacher state objectives? Are they available in written form?	
5. Any evidence that teacher has an evaluation plan? Written form?	
6. Was pre-testing done? Any base-line data?	
7. Any formal surveys, questionnaires, teacher check-lists?	
8. Comparison of grades, absentee records, behavior records, anecdotal records.	
9. Are post-tests planned?	
10. Did you see the project in operation?	

Evaluator's Rating:

1. The above evidence indicates that the degree of success as it relates to project objectives is:

:_____:_____:_____:_____:_____:_____:

Very Limited Extensive

2. The evaluation plan for this project is:

:_____:_____:_____:_____:_____:_____:

Very Inadequate Very Adequate

APPENDIX EE

TEACHER INCENTIVE GRANT PROGRAM

TITLE III, ESEA

Project Title	Project Director	Funds Approved	School District	Location
Cooking With Economical Foods	Karen McGillivray	$ 268.00	Bush Elementary Salem #24J	Salem
CARE (Communicative Action of Retired Experience)	John M. Daggett	1,000.00	Bethany Elementary Beaverton #48J	Beaverton
Stock Market Management Game & Puzzles	Bruce K. Boatman	750.00	Parrish Jr. High Salem #24J	Salem
Developing Moral Values	Harold Grove	882.00	Green Acres Elem. Lebanon #16	Lebanon
Self-Corrective Remedial Aides and Media (SCRAM)	Lorraine Strauss	675.00	Queen Anne Elem. Lebanon #16	Lebanon
A Manipulative Approach to Primary Math	Sheri Penor	1,000.00	Santa Clara Elem. Eugene #4J	Eugene
Creative Approach to Reading	William J. Walkenshaw	995.00	Howard Elementary Eugene #4J	Eugene
Japanese Cultural Series	Nancy Moller	1,000.00	Hood River High Hood River #1	Hood River
Building the Earth (Humanities Project)	Sister Patricia Baxter	1,000.00	Holy Redeemer (Private)	Portland
Oregon State Cultural Rally	George A. Dennis	1,000.00	Warrenton High Warrenton #30	Warrenton
Check Out a Pet	Roseda Kvarsten	644.30	Brush College Elem. Salem #24J	Salem
Circus in an Elementary School	Max C. Bigby	997.36	Lewis & Clark Elem. Lewis & Clark #5	Astoria
Research & Development of Non-Polluting Energy Sources	Harry E. Holder	809.00	Echo High Echo #5	Echo
Art of Celilo Indian Village	Joe Stewart	596.00	Petersburg Elem. Petersburg #14	The Dalles
Future Studies	Dennis R. Douglass	1,000.00	Bend Senior High Bend #1	Bend

Project Title	Project Director	Funds Approved	School District	Location
On Becomming: Artist, Dancer, Musician, Author, Puppeteer	Sister Rosalie Anderson	$ 450.00	Our Lady of the Lake (Private)	Lake Oswego
Learning by Doing	Jean Roberts	803.50	Central Elem. Astoria #1	Astoria
Teen Engine Repair	Lloyd S. Lyda	1,000.00	Eagle Point Middle Eagle Point #9	Eagle Point
Posture Evaluation Through Photography	Virginia Labounty	274.40	McNary High Salem #24J	Salem
Geography From the Air	Gerald A. Ollila	900.00	Gervais High Gervais UH #1	Gervais
Work Parents Do	Leona Hook	1,000.00	Hebo Elementary Hebo #13J	Hebo
First Grade Reading--Visual Motor Tactile Skills	Susan Fowler	550.00	Yaquina View Elem. Lincoln Co. Unit	Newport
Improving Interpersonal Relationships Through an Outdoor Ed. Experience	Joyce G. Steiger	1,000.00	Oceanlake Elem. Lincoln Co. Unit	Lincoln City
Chicano Studies	Margaret G. Byers	1,000.00	South Salem High Salem #24J	Salem
Boy Oriented Second Grade	Glenn Shelton	800.00	Vale Elementary Vale #15	Vale
	TOTAL	$20,484.56		

APPENDIX FF

TEACHER INCENTIVE GRANT PROGRAM

ON-SITE VISITS

Project	Member making Visit	Time
ASTORIA Circus in an Elementary School	Carol Clanfield	
ASTORIA Learning by Doing	Carol Clanfield	
BEAVERTON Communicative Action of Retired Experience (CARE)	Betty Parrett	
BEND Future Studies	Bill Sampson Norman Riggs Louis Rochon	
EAGLE POINT Teen Engine Repair	Bill Sampson Louis Rochon	
ECHO Research Development of Non-Polluting Energy Sources	Bill Sampson	
EUGENE A Manipulative Approach to Primary Math	Gordon Corner Dea Cox	
EUGENE Creative Approach to Reading	Gordon Corner Dea Cox	
GERVAIS Geography from the Air	Norman Riggs	
HEBO Work Parents Do	Carol Clanfield	
HOOD RIVER Japanese Cultural Series	Norman Riggs Virginia Anderson	
LAKE OSWEGO On Becoming: Artist, Dancer, Musician, Author, Puppeteer	Sister Dillon	
LEBANON Developing Moral Values	Norman Riggs Betty Parrett	

Project	Member making Visit	Time
LEBANON Self-Corrective Remedial Aids and Media (SCRAM)	Betty Parrett Dea Cox	
LINCOLN CITY Improving Interpersonal Relationships Through an Outdoor Education Experience	Norman Riggs	
NEWPORT First Grade Reading - Visual Motor Tactile Skills	Gordon Corner Louis Rochon	
PORTLAND Building the Earth	Sister Dillon	
SALEM Check Out a Pet	Betty Parrett	
SALEM Chicano Studies	Virginia Anderson	
SALEM Cooking With Economical Foods	Betty Parrett	
SALEM Posture Evaluation	Bill Sampson	
SALEM Stock Market Management Game and Puzzles	Virginia Anderson	
THE DALLES Art of Celilo Indian Village	Virginia Anderson	
VALE Boy Oriented Second Grade	Bill Sampson	
WARRENTON Oregon State Cultural Rally	Carol Clanfield	